DOCUMENT RESUME

ED 118 780 95 CE 006 308

TITLE	Greater Milwaukee Metropolitan Area Career Education Project. Phase 3 Report.
INSTITUTION	Milwaukee Area Technical Coll., Wis.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
REPORT NO	VT-102-505
PUB DATE	Jun 75
NOTE	82p.; Not available in hard copy due to marginal reproducibility
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Career Education; City Wide Programs; Inservice Programs; Metropolitan Areas; *Program Descriptions; *School Community Programs
IDENTIFIERS	Wisconsin (Milwaukee)

ABSTRACT

The third report of the greater Milwaukee area career education project documents the phase 3 activities and accomplishments of the project, from October 1974 to July 1975. The following objectives were accomplished. Contact persons have been established in each district to promote career education. Three one-week workshops, two adult career conferences, and a career education seminar for leaders from education, business, industry, labor, and the community were conducted. The publishing of a newsletter has continued, with circulation tripling since the beginning of the 1973-74 fiscal year. In addition, persons from 35 area schools have used publications and films from the project lending library. The report outlines the objectives and presents the procedures and results with conclusions and recommendations. Project-related materials are appended, making up a large portion of the report. Included are: conference reports and schedules, newspaper clippings, a career education speech and summary, lists of area contact persons and available films, and teacher workshop reports. (NJ)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED118780

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PHASE III REPORT

Project No. 09-010-151-225

GREATER MILWAUKEE METROPOLITAN AREA CAREER EDUCATION PROJECT

June 1975

Donald F. McGibbon
Project Director

Bernard D. Greeson
Associate Director

VT-102-505

Applicant Organization
Milwaukee Area Technical College
Board of Vocational, Technical
and Adult Education
1015 North Sixth Street
Milwaukee, Wisconsin 53203
Tele:(414) 278-6600

Delegate Agency
Cooperative Education
Service Agency No. 19
9722 Watertown Plank Road
Milwaukee, Wisconsin 53226
Tele:(414) 257-5391

BEST COPY AVAILABLE

The research reported herein was performed pursuant to a grant or contract with the Wisconsin Board of Vocational, Technical and Adult Education, partially reimbursed from an allocation of Federal funds from the U.S. Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official CESA 19, MATC district 9, State Board or U. S. Office of Education position or policy.

CE005 302

TABLE OF CONTENTS

Title	Page
Preface	1
Introduction	2
Objectives of Project	4
Procedures	5
Results	6
Completion of Objectives	13
Conclusions	14
Recommendations	17
Appendices	18

A List of Steering Committee Members
B List of Area Career Educaton Contact Persons
C List of Films Evaluated and Purchased by Project
D List of FY 74-75 Workshop Participants
E Summary of Workshop Topics and Instructors
F Workshop Evaluation
G Example of Paper Submitted by Workshop Participant
H Adult Conference Brochures & Newspaper Publicity
I Milwaukee Sentinel Reation to Report
J Copy of Dr. Hoyt's Presentation
K Summary Report on Articulation Meetings

NT 102005

PREFACE

This is the third report of the activities and accomplishments of the Greater Milwaukee Area Career Education Project. Technically this project was funded for three years; however, in actuality it was under the supervision of a Director for approximately two years.

In view of the above, and in consideration of the encouraging signs of career education activity in the greater Milwaukee area, it was felt by key individuals involved in the promotion of the concepts of career education during the Project period that a fourth funding should be proposed. Therefore, a proposal has been submitted for continuation for another year.

The encouraging signs are that several school districts in the area have taken specific steps to infuse career education concepts and activities into their curriculums in the fall. These are indications that the momentum is strong enough to carry career education past the lip service stage in several more school districts. To terminate the project now might cause this momentum to lessen or even fade away. This should not be allowed to happen. Grass roots commitment is needed for development of career education activities and materials. This commitment is starting to show up. The project has in the past and can in the future play an important role in this development.

Interim reports have been submitted for the years 1972-73 and 1973-74. This report is for the most part for FY 74-75 or Phase III of the project.

Since the recipients of this report have already received the Interim Reports for FY 72-73 and FY 73-74, they are not included as appendices to this report. If any recipients of this report cannot locate copies of the Phase I and II reports, copies may be obtained from the project office.

Donald F. McGibbon
Director
Greater Milwaukee Metropolitan
Area Career Education Project

INTRODUCTION
BACKGROUND AND HISTORY OF PROJECT

Phase I

On December 27, 1973 a grant of $20,031.00 in federal monies was awarded for the period January 1, 1973 to June 30, 1973 for project proposal 09-082-151-223 entitled Greater Milwaukee Metropolitan Area Career Education Project Office Proposal. It was accepted on January 9, 1973 and the office was established and a Project Director employed as of February 1, 1973.

The original proposal encompassed objectives to be accomplished and activities to be implemented over a twelve month period. However since the time factor of the original project Phase I) was reduced from twelve months to five months, it is obvious that the impact on Phase I in the terms of the original objectives and activities was lessened by more than fifty percent. However, eight objectives were adopted by the Cooperative Education Steering Committee, March 7, 1973.

Two of the five months duration of Phase I was taken up with finding a project director and getting an organization setup for handling of funds, setting up an office and revision of the original objectives. While the interim report shows very significant progress in accomplishment of the reduced agenda of objectives, it was essentially a period of getting organized to implement the objectives set for Phase II and Phase III.

Phase II

On May 9, 1973, application was made for the continuation of the Greater Milwaukee Metropolitan Area Career Education Project Office Proposal in a Phase II Proposal. The problem to which Phase II was addressed was fulfillment of all of the objectives outlined in the original one year project. These objectives were supplemented by other more inclusive objectives which had developed during Phase I aimed to produce the total career education impact envisioned in th original project or Phase I.

The State Board Staff Research Review Committee in reviewing the Phase II proposal approved the project on June 12, 1973 with certain stipulations. These stipulations were received at the Milwaukee Area Technical College on July 31, 1973. An affirmative response to these stipulations were forwarded to the State Office of Vocational, Technical and Adult Education on August 6, 1973,

On September 28, 1973, the Milwaukee Area Technical College received a Grant Award in the amount of $40,383.00(90% reimbursement) with total approved costs of $44,870.00 to continue the work of the Career Education Project Office Phase II, which was accepted by Dr. W.L. Ramsey, District Director of the Milwaukee Area Technical College District, October 25, 1973.

Despite the fact that Phase I of the Career Education Project got off to a late start(February 1973) and was again delayed in Phase II many of the specific activities were achieved.

Phase III

Based upon partial fulfillment of the objectives set forth in Phase I and Phase II, Phase III of the Milwaukee Area Career Education Project was submitted to the State Office of Vocational, Technical and Adult Education, April 8, 1974 and was approved for funding August 27, 1974.

However, at this time, the project was confronted with another delay in that the Project Director accepted a position with the Milwaukee Public Schools as Career Education Supervisor and it became necessary to search for another person to head the project. This process delayed many of the Phase III activities which had been planned although some of the functions were taken over by the Career Eduction Office at the Milwaukee Area Technical College during this period. A new project director and a new secretary were employed October 1, 1974. The following is a report of Phase III of the project, covering the period from October 1, 1974 to July 1, 1975.

PROJECT OBJECTIVES

When the new director assumed leadership of the project on October-1, 1974, the following objectives had been established for Phase III:

1. To act as a catalyst for the development of K-Adult career education programs.

2. To collect and disseminate, on a periodic basis, information about career education activities taking place in the Milwaukee area and elsewhere through the publication of a monthly newsletter and through the use of a project operated career education lending library.

3. To cooperatively plan and conduct a continuing series of career education workshops, seminars and conferences for teachers, counselors and administrators from public and private schools in the Milwaukee area.

4. To cooperatively plan and conduct workshops, seminars and conferences where adult members of the public, particularly women, can learn about career education as it relates to career choice and decision-making in their own lives.

5. To seek out and work with business, industry, labor and community organizations to foster career education programs in the Milwaukee area.

6. To foster cooperation between area secondary and post-secondary schools in eliminating unnecessary programmatic duplication and in articulating program offerings so as to allow students to flow smoothly between secondary and post-secondary education.

7. To study the career education needs of adults in the Milwaukee area in cooperation with other educational, community and governmental agencies.

8. To explore methods of providing adults with recognition for life experiences in the form of advanced standing or placement when they engage in further training or study.

9. To work with area schools to plan and implement career education in-service programs on an individual or pod basis.

Project policy development and implementation during all phases of the project was provided by a steering committee of area superintendents, local vocational education coordinators and representatives of CESA 19 and Milwaukee Area Technical College(MATC). (See Appendix A)

PROCEDURES

The procedures for accomplishing project objectives varied with the specific objective involved. To accomplish objective one, a review was conducted of the file of information gathered by the previous director for each school district. An attempt was then made to meet with each school district career education contact person (See Appendix B) to determine career education progress to date and to jointly decide what assistance the project could provide in the development of career education programs.

Objective two involved attending meetings to speak on career education to arouse local interest, promotion of national career guidance week(November 10-18) in collaboration with MATC, use of a project operated career education lending library and the issuance of a monthly "Newsletter".

Objective three, four and five involved holding a number of workshops and conferences designed to involve teachers, counselors and administrators; buesiness, labor, industry and community leaders; or career concerned adults in the area.

Procedures used to accomplish objectives six and eight involved setting up a series of meetings involving secondary and post-secondary personnel to explore ways and means to improve articulation and to provide recognition for life experiences.

Objective seven had been partially met by the previous director who collaborated with MATC in conducting a survey of persons attending MATC adult evening classes.(See Interim Report Project 09-022-151-224) Based on needs indicated by some of the survey findings, two conferences for adults were co-sponsored by this career education project and MATC.

Procedures for achieving objective nine involved meetings with and speaking before groups of educators regarding planning and implementing career education in-service programs.

RESULTS

Objective I

Procedures for achieving this objective involved four general aspects: (1) meetings with and speaking before groups of educators regarding career education as either a single program or part of a larger in-service program; (2) meetings with individual educators to encourage them to use the resources of the project lending library; (3) planning and conductiong career education workshops and conferences; and (4) using these meetings, speeches, and workshops to encourage the development of local in-service programs. During the 1974-75 fiscal year the Project Director has discussed the project and the general topic of career education with such groups as:

1. Chapman Elementary School teachers, Greenfield
2. St. Agnes School teachers and administrators
3. Thiensville-Mequon Career Education Committee
4. Oak Creek School District 5 - 6th grade teachers
5. Shorewood School District Career Education Committee
6. Juneau Academy Career Education Committee
7. Brown Deer School District Career Education Committee
8. Wisconsin Career Education Consortium
9. Selected Greendale School District high school teachers
10. Area Instructional Directors
11. Lakeshore Middle School teachers
12. Curative Workshop Vocational Training & Work Experience teachers
13. Roosevelt Junior High School teachers and counselors
14. West Allis/West Milwaukee School District guidance counselors
15. CESA 19 administrators
16. Cudahy High School guidance counselors
17. West Allis/West Milwaukee Career Education Committee
18. Nicolet High School guidance counselors
19. The Wisconsin Business and Distributive Education Assoc.
20. Germantown High School counseling staff
21. Horace Mann Jr. High School Career Education group

In addition to the above presentations, numerous meetings were held with individual educators from throughout the area to interest them in career education, to familarize them with the services and materials provided by the project, and to act as a resource person.

Objective II

This objective has been met by the continued publication of the Milwaukee Area Career Education Newsletter. The Newsletter's readership has expanded to slightly over 1,000 per issue. The publication reaches every public and private school in the area served by the project and is

distributed elsewhere to persons interested in career education. Multiple copies of the Newsletter are sent to any school requesting them.

A total of 35 public area schools and private educational centers have borrowed materials from the project lending library. Many curriculum and resource guides have been utilized by districts for their own career education in service activities.

During the period January 2, 1975 - June 30, 1975, the project film library was increased from three to nineteen films. Before purchase, each film was previewed and rated by at least three teachers or guidance counselors. Attached as Appendix C is a list of the films used during this period, the film ratings, the classes in which the films were used, and the number of students in each class. The total number of students involved were 9,218. Currently fourteen of the films are being used by the Junior Achievement Workshop which runs from June 18 thru July 30.

Objective III

Three one week career education workshops for area educators were planned, organized and supervised by the project director. Each workshop was aimed at a specific participant group; elementary, middle school, junior and senior high school. Participants could choose to attend either morning or afternoon sessions, each lasting three hours per day. They could also elect to attend the workshop for University of Wisconsin-Milwaukee credit by registering with the University and performing extra assignments.

A total of 86 teachers, counselors and administrators from 15 school districts, eight private schools and MATC registered for the workshops. (See Appendix D) In addition, administrative personnel from the Wisconsin Job Service and The Wisconsin Telephone Company also attended. The workshops were designed to present techniques and materials that are actually being used in school systems in the State of Wisconsin with emphasis on the greater Milwaukee area. The forty instructors involved explained and demonstrated "how to" perform their particular career education activity. (See Appendix E for a summary of the topics covered and instructors involved in the workshops).

Evaluation instruments were distributed at the close of the workshops. Responses indicated that participants uniformly felt the workshops to be worthwhile experiences. (See Appendix F) These responses are on file at the Project Office.

In an effort to determine the impact of the workshops on participants each was asked to prepare a paper covering the following: (1) identification of four or five career education techniques or activities presented at the workshop that they felt could be used in their school system, (2) Development of a plan for implementing these techniques or activities in their school system or classroom, and (3) Explanation of "how" they would evaluate the effectiveness of these activities once they were implemented. (See Appendix for examples of papers submitted). These papers

will form a basis for an individualized follow-up of teachers and counselors to study the project's ultimate impact on students. These papers are on file at the Project Office.

Objective IV

The Project co-sponsored two Adult Career Conferences with MATC during the past 1974-75 school year. The first one held on December 7, 1974 was aimed at three adult groups: adults interested in a career change; unemployed adults looking for a job; and women entering the job field after several years of homemaking. Some 18 volunteers from education, business and industry contributed their Saturday to participate in this conference. The main purpose was to provide information on availability of jobs, where to get aid and where to get trained. The other Adult Conference was held on April 26, 1975 and was intended for young adults who were unemployed or underemployed. This free conference provided information regarding skills required for entry level jobs. Resource persons from various areas of business, industry and MATC served on panels to provide information and answer questions. Approximately 300 adults were involved in these two conferences. (See Appendix H for adult conference brochures and newspaper article).

Objective V

The Project Associate Director and the former Project Director have been involved in two community efforts to foster career education programs:

1. They have been members of a Career Development Advisory Committee to the Milwaukee School Board. A report was submitted to the School Board in May 1975 which included a number of recommendations among which were:

   a. A citywide vocational center on the city's Northside.

   b. Major improvements to industrial education program.

   c. A better business and distributive education program.

   d. A Career Education Resource Center in each high school.

   e. An objective assessment of existing career education programs, strengths and weknesses alike, with a plan to improve career education programs for 1976-77.

See Appendix I for Milwaukee Sentinel reaction to report.

2. The second community effort involves a group of educators and businessmen who have contacted most of the businesses and industries in the Greater Milwaukee area to learn from them (a) representative problems which require basic skills; (b) ways and means to provide opportunity for high school guidance counselors and teachers to broaden their background for teaching and counseling students by experiencing on-site visitation and discussion with appropriate personnel from business and industry; and (c) whether they would be will-

ing to cooperate in small student group visitations for up to half a day.

It is anticipated that the responses from business and industry will have a direct and beneficial impact upon the curriculum and services offered to youth in Milwaukee area high schools.

Probably the highlight of the Project year was the arranging for Dr. Kenneth Hoyt, Director of Career Education, Office of Education to come to Milwaukee to participate in the Milwaukee Area Career Education Seminar at the Sheraton Mayfair Inn on May 13, 1975. The approximately 200 participants in the seminar included administrators, school board members and teachers from local public and private K-12 schools; local career education task forces; representatives from MATC, the State VTAE office, the Department of Public Instruction, CESA 19 and area universities and colleges, as well as representatives of business, labor and the community.

Following Dr.Hoyt's presentation, a reaction panel composed of Dr. Donald Brill, Assistant Director of VTAE; Mr. Robert VanRaalte, Assistant Superintendent of Public Instruction; Dr. Werner Baum, Chancellor UWM; Senator James Devitt, 28th District, Member of the Senate Education Committee; Ms. Gloria Gilmer, Instructor MATC; Honorable Warren P. Knowles, Chairman of the Board, Inland Financial Corp.; and Mr. Jack Reihl, Secretary-Treasurer, Wisconsin State AFL-CIO; responded to Dr. Hoyt's address and assisted in answering specific questions.

The purpose of the seminar was to bring together school and community leaders to discuss career education in terms of what it is, why we need it, and why a team approach consisting of both educators and community leaders is necessary for successful implementation. (See Appendix J for Dr. Hoyt's presentation and reaction panel responses). Since this program there have been many requests for copies of Dr. Hoyt's presentation. The speech was also video-taped, played on Channel 10, and is available for use at schools having the appropriate equipment.

Objective VI

Working in cooperating with the University of Wisconsin-Stout Articulation Project and the MATC Career Education Office, the Project Director coordinated a series of three Career Education Articulation Workshops.

The main thrust of these workshops was to get secondary and post-secondary schools, MATC administrators, guidance counselors, LVECs, directors of curriculum, and classroom teachers together to discuss (1) what is meant by articulation? (2) Why articulation is necessary between secondary and post-secondary schools and within schools? (3) Ways

and means of achieving improved articulation, and (4) Specific articulation problems, concerns, activities, strategies, priorities, connected with implementation.

The overall goal of the workshops was to provide the opportunity for participants to develop a plan designed to expand and improve articulation. It was intended that this plan would result in saving students time and money by improving his/her curriculum selection process, avoiding duplication of courses, and shorten the students education or training time.

Generally those attending assessed the workshops as being successful in laying foundations for continued work on articulation during the 1975-76 school year. (See Appendix K for copy of summaries of the three articulation meetings.)

To a large extent, the various articulation efforts have accomplished the following:

1. Created more positive attitudes on the part of secondary and post-secondary administrators and teachers toward the need for articulation.

2. Developed an increased awareness of the gaps between various levels of instruction as well as overlaps.

3. Developed an increased awareness of the need for teachers to work together on curriculums to eliminate and/or avoid overlaps or gaps which make transition difficult from one level to the next.

Objective VII

In 1974, the Project Director held meetings with MATC personnel to discuss career education needs in adult education. These meetings ultimately lead to a career education survey of the 26,000 persons attending MATC adult evening classes and three half-day conferences for adults co-sponsored by the Career Education Project and MATC.

The survey elicited a 39% return. Results indicated that most adults were attending evening classes for personal improvement, to learn a skill or to help them get a better job. Only 10% responded negatively when asked if their class had helped them achieve their objective.

Respondents made clear their interest in acquiring more information about entering the labor market or changing jobs. Twenty-three percent indicated an interest in attending a workshop for that purpose while a slightly larger number indicated an interest in specific vocational counseling. In response to another question, 35% indicated an interest in counseling if it were available at the evening center they were attending.

The first adult conference held on February 9, 1974, at MATC attracted some 140 participants. They heard three panels discuss the major components of career choice including self-awareness, employment trends and job opportunities, and the best ways to gain employment once a choice has been made.

The two adult conferences that followed are discussed under Objective IV.

Objective VIII

Some progress in providing recognition for life experiences has been made through high school visitation by members of the MATC staff and through the articulation seminars involving teachers and administrators from secondary schools and MATC. Advanced placement procedure agreements have been established in three areas: Mechanical Drafting competency testing in the Industrial-Technical Division; Graphic and Applied Arts portfolio evaluation; and performance testing in typing and shorthand in the Business Division. However, very little attention has been given directly to this objective during the project year. It seems that the first step must be the design of an overall area plan to expand and improve articulation.

It should be noted that the MATC District Curriculum Articulation Project approved for FY 76 will involve a series of meetings or workshops involving in-house personnel to explore ways of providing closer coordination and articulation between training programs conducted by business and industry, programs in alternate schools, programs carried on by community agencies and verious instructional divisions of MATC. This activity implies that the group will also explore methods of providing recognition for life experiences.

Objective IX

Probably the most significant impact of the project can have on a school district, or an individual school, is for the Project Director to assist in the planning and implementation of career education in-service programs and to provide assistance and resources for classroom career education activities. Some recent activities along these lines have been:

1. Three school districts (West Allis/West Milwaukee, Greenfield and Mequon-Thiensville) provided 17, 16, and 5 personnel for the 1975 summer workshops for the purpose of using the ideas from the workshops and the Project materials and films to develop a plan for infusing Career Education activities into some of their classrooms in the Fall.

2. The guidance counseling staff from Nicolet High School has been working with the Project Director to determine what materials and films can be used for in-service programs and classroom activities in the Fall.

3. Sister Ruth Mary Zabler, Archdiocese of Milwaukee, Department of Education, as a result of several visitations by the Project Director has requested the use of the Project materials and films for in-service programs in the Fall. In addition, she has asked the Project Director to participate in the in-service programs.

4. The Project provided 12 films for the Junior Achievement Workshop which is scheduled from June 18 through July 30.

5. The Project arranged for two sets of DPI slide series to be copied for use for in-service meetings, school board meetings, PTA meetings, etc. These slides are excellent for explaining the 16 concepts of career education and for demonstrating State support of the Career Education Program. In most cases when the slides are requested, the Project Director has been asked to present them.

COMPLETION OF OBJECTIVES

Since most of the project objectives are of a continuing nature completion in a total sense does not take place. However, completion of certain portions of the objectives has taken place. For example, it is felt that the project has served as a catalyst for the initiation of some career education programs by (1) establishing Career Education contact persons in each district; (2) working with these people to promote career education within their districts; (3) setting up workshops and conferences on career education for the greater Milwaukee area; (4) engaging the US Office of Education, Director of Career Education to speak to an audience made up of education, business, labor & industry and community leaders; (5) loaning materials and being a resource person. While some district such as West Allis-West Milwaukee, Mequon-Thiensville, Greenfield, Greendale, Shorewood, Nicolet, Cudahy and Germantown are making good progress, much remains to be done in other districts.

The circulation of the Career Education Newsletter has more than tripled since the beginning of the 1973-74 fiscal year. In addition persons from 35 area schools have used publications and films from the project leading library. All of these are continuing project activities.

Three successful one-week career education workshops, two adult career conferences and a career education seminar for leaders from education, business, industry, labor and the community which featured Dr. Hoyt have been planned and conducted. The Project Director has attended, given and participated in speaking engagements and in-service meetings.

Much progress has been made in the articulation program which is closely coordinated with MATC and high schools. Three workshops were planned and conducted in cooperation with the University of Wisconsin-Stout Articulation Project during the project year. All area school districts were represented at one or more of the workshops. Two significant happenings in this area were: (1) a working committee was named to carry on articulation activities to the 1975-76 school year and (2) an MATC District Curriculum Articulation Project submitted in May, 1975 was approved for FY 1976. Articulation is a continuing activity that should foster and improve cooperation between area secondary and post-secondary school. Special emphasis in the future will be given to bringing in additional post-secondary schools and to exploring methods of providing recognition for life experiences.

CONCLUSIONS

Requests for assistance from public and private schools and opportunities for public speaking engagements continued at a good pace during the 1974-75 school year. This served notice that the project's leadership role in Milwaukee area career education has become well established. The nature of requests, moreover, tended to indicate a deepening interest in career education as more school districts requested in-service assistance rather than simply a talk about the general topic of career education. Still other indications of interest were the following:

1. The circulation of the Career Education Newsletter increased to over 1,000. The Newsletter is sent to every Milwaukee area public and private school as well as to interested individuals here and elsewhere in the Midwest Some type of Newsletter or this should continue to serve the area.

2. Attendance at project sponsored conferences, seminars and workshops also demonstrated continued interest in career education. Approximately 300 adults attended the two adult career conferences held in December and April; some 200 area educators and community leaders met at the Sheraton Mayfair to hear Dr. Kenneth B. Hoyt; and 86 teachers, counselors, LVECs and administrators registered for the three one-week career education workshops sponsored by the Project. The positive responses received from conference and workshop participants indicate a continued need for this type of activity in the greater Milwaukee area.

In the early days of the project, research surveys have furnished information concerning such areas of interest as needs assessments, follow-up studies; the existence of vocational-technical advisory committees and their use to study local manpower needs, and career education needs of adults. The survey of needs assessments and follow-up studies revealed that the term "needs assessment" needs clarification in the Milwaukee area since responses were widely divergent in terms of scope and procedures. Project efforts regarding needs assessments were directed toward publicizing and disseminating information, in conjunction with DPI and CESA 19, rather than conducting a pilot program because such as activity would have unnecessarily duplicated the needs assessment effort of Project ICE. The change of project focus on the needs assessment objective of the second year of the project in order to prevent unnecessary duplication and waste indicates one of the benefits to be derived from having a central clearing house for career education information such as this project within a given geographic area. Otherwise there could have been two pilot needs assessment efforts conducted virtually side-by-side in the Milwaukee area.

Results of the survey of student follow-up studies conducted during the second year of the project indicates that almost every K-12 district is conducting some type of follow-up of its' graduates. While some are more extensive than others, these studies do provide the basis for a data base for future research. Their existence provides an indicator of school district interest in receiving feedback from graduates concerning programmatic effectiveness.

Also during the second year of the project,a survey of high school vocational-technical advisory committees and their use to study manpower needs showed that a significant number, 38%, of area school district lack such committees. The lack of vocational-technical advisory committees in the area goes hand-in-hand with the lack of LVECs. Only eleven of the 24 school districts in the area which this project serves currently have LVECs. With no LVEC there can be no CAPSTONE programs where vocational-technical advisory committees are normally used. There would seem to be a need for more emphasis on vocational education in many Milwaukee area schools.

A recent report by the Career Development Advisory Committee to the Milwaukee School Board urged a comprehensive career development program and stressed the need for vocational and technical education opportunities. In blunt words the report stated that the Milwaukee Public Schools offer a "dictated program" of career development that students often find "insensitive to their individual needs and goals". The action taken by the school board on this report should have a significant impact on the future of career education programs in the Milwaukee Public School System.

Exploring methods of articulation between secondary schools and MATC has been given considerable attention during the last two years of the Project. The teachers, counselors and administrators who have been involved in this effort should form a good nucleus for continued efforts in this direction in the Fall. In addition, the MATC District Curriculum Articulation Project should help provide continued motivation.

Encouragement of local funding for career education activities continues to be a slow and difficult process. Progress has been achieved as some area school districts have begun to implement career education in-semi programs funded wholly or part from district funds. The attendance of 175 local educators at the 1973-74 and 1974-75 career workshops would tend to indicate an interest in career education and is likely to be reflected in increased activity at the local school district level.

As indicated earlier, Project sponsored conferences and workshops have proven to be very successful. Evaluations indicate that most participants found them to be worthwhile experiences which would be of definite benefit to others. Such activities enable the project to make a significant impact on the area in terms of promoting career education and publicizing procedures and techniques for its implementation. In addition, publicity and information dissemination is carried on via the Career Education Newsletter and the project lending library of films and materials. The increased circulation of the Newsletter and increased

usage of the library films and materials demonstrates the favorable response that career education is receiving in this area.

As a result of the various activities sponsored in Phase I, II, and III of the Project, the Project Director and the Associate Director feel that we are now beginning to see concrete action taking place in many of the individual school districts for the actual implementation of career education programs. Specific examples of these actions are as follows:

1. In-service workshops in career education being sponsored in numerous school districts in the MATC district.

2. A constantly increasing mailing list for the Project monthly Career Education Newsletter.

3. Establishment of a Career Education School Board Committee in the Milwaukee Public Schools.

4. Creation of working career education task force committees or career education activities at the following school districts: Brown Deer, Franklin, Fredonia, Germantown, Grafton, Greendale, Greenfield, Mequon-Thiensville, Oak Creek, Port Washington, Shorewood, West Allis-West Milwaukee.

5. Considerable progress toward closer articulation between district high schools and the Milwaukee Area Technical College.

6. Three successful Adult Career Counseling Seminars, the first of which involved a comprehensive survey of 26,000 adult students enrolled in the MATC Adult Evening Centers as to their views on new careers, changing jobs, upgrading skills, etc.

7. Approximately 300 teachers, counselors and administrators attended project sponsored workshops and conferences.

RECOMMENDATIONS

That the project be funded for another year

That in the next year, special emphasis be given to encourage:

1. cooperation and articulation between elementary -secondary school districts and post-secondary institutions.
2. communicating career education expertise in ways that will enhance and stimulate local initiative and creativity rather than stifle it.
3. identification of changes necessary in counseling.
4. the need for non-governmental groups to lend support and strength to career education
5. increasing efforts to provide meaningful and effective career education to special groups - including the physically and mentally handicapped, the gifted and talented, minorities, low income persons and females.
6. the acceptance of career education as a community responsibility.
7. development of greater career awareness in parents
8. development of a comprehensive placement office for all senior high school students and graduates.

APPENDIX A

STEERING COMMITTEE MEMBERS 1974-75

Chairman: Dr. Wm. D. Knapp, Superintendent
Greendale School District

Father Bernert
Milwaukee Archdiocese

Dr. Douglas M. Brown, Superintendent
Shorewood School District

Dr. Merton V. Campbell, Superintendent
Mequon-Thiensville Joint District

Dr. John S. Fochs, Superintendent
Wauwatosa School District

Mr. Bernard Greeson, Dean of Career Education
Milwaukee Area Technical College

Mr. Gilbert H. Grosenick, Superintendent
Oak Creek-Franklin School District

Mr. Richard G. Manske, Agency Coordinator
CESA 19

Dr. Calvin McIntyre, Career Education Supervisor
Milwaukee Public Schools

Dr. James O. Reiels
Glendale U.H.S. District

Mr. Robert Thompto, LVEC
West Allis-West Milwaukee School District

APPENDIX B

GREATER MILWAUKEE AREA

CAREER EDUCATION CONTACT PERSONS

DISTRICT	NAME
Brown Deer	Lester Wittig, Director Curriculum
Cedarburg	Greg McElwee, Curriculum Director
Cudahy	Gerald Benka, Director of Instruction
Fox Point-Bayside*	Dr. George Lovos, Superintendent
Franklin	Al Block, LVEC
Fredonia	Fred Casper, LVEC
Germantown	Earl Hill, LVEC
Glendale	Don Leussler, Curriculum Coordinator
Glendale-River Hills*	Roger Tietz, Principal
Grafton	Carol Sanek, Guidance Counselor Ed Schmidt, Guidance Counselor
Greendale	Ray Heard, LVEC
Greenfield	Mark Sanders, Guidance Director John Hedstrom, LVEC
Maple Dale-Indian Hills*	John Wierschem, Superintendent
Mequon-Thiensville	Dr. Merton Campbell, Superintendent
Milwaukee	Dr. Calvin McIntyre, Career Ed. Supt.
Oak Creek-Franklin	Walter Mountin, LVEC
Port Washington	Richard Rokus, LVEC
St. Francis	Claude Rogan, Guidance Counselor
Shorewood	Dr. Neil Winebrenner, Asst. Supt.
South Milwaukee	Fred Klaisner, Director of Instruction

DISTRICT	NAME
Wauwatosa	Stanley Kordus, Director of Instruction
West Allis-West Milwaukee	Robert Thompto, LVEC
Whitefish Bay	Dr. Myron Anderson, Dir. of Curriculum
Whitnall	Merton Bowyer, Superintendent

*K-8 School Districts

APPENDIX C

FILMS AVAILABLE FROM

THE

GREATER MILWAUKEE AREA
CAREER EDUCATION PROJECT

These films were distributed to Milwaukee and surrounding area schools to be previewed and evaluated. The results are as follows:

RATING

E - Excellent

G - Good

F - Fair

P - Poor

No.	FILM	RATING	SCHOOL	CLASS
40	ARE YOU READY FOR A JOB	F	Shorewood Intermed.	Career Education
38	" " " " " "	G	Walker Jr. HS	Guidance
180	" " " " " "	F	John Long Mid. Sch.	Career Education
95	BOB, CAREN, TED, & JANICE	E	Cudahy HS	Life Planning
41	" " " "	E	Curative Workshop	Prevoc. Skills
35	" " " "	E	Pleasant View Annex	Career Education
43	" " " "	G	St. John Cathedral HS	Career Education
35	CAREER EDUCATION	G	Walker Jr. HS	Career Education
150	CAREER DECISION MAKING	E	Cudahy HS	Life Planning
60	CAREERS: MAKING A CHOICE	F	Brown Deer HS	Career Communication
34	" " " "	F	Shorewood Intermed.	Career Education
83	CLIMB	G	Walker Jr. HS	Career Education & Study Hal
34	FIND YOURSELF, THEN YOUR JOB	E	Shorewood Intermed.	Career Education
55	HOW A CAREER DEVELOPS	E	Greendale HS	Guidance
95	" " " "	E	Cudahy HS	Life Planning
12	" " " "	G	Curative Workshop	Prevoc. Skills
35	" " " "	E	Pleasant View Annex	Career Education
90	" " " "	E	Wright Jr. HS	Social Studies
0	" " " "	G	Brown Deer HS	Career Communication
4	" " " "	E	Shorewood Intermed.	Career Education
145	" " " "	E	Pulaski HS	Distributive Education
180	" " " "	G	John Long Mid. Sch.	Career Education
70	I WANT TO BE	G	Walker Jr. HS	Guidance
30	" " " "	E	Shorewood Intermed.	Career Education
145	" " " "	E	Pulaski HS	Distributive Education
180	" " " "	G	John Long Mid. Sch.	Career Education
95	" " " "	E	Roosevelt Jr. HS	Lang. Arts & Social Studies

NO.	FILM	RATING	SCHOOL	CLASS
33	I WISH I WERE	F	Greendale HS	
40	" " " "	E	Greenfield Mid. Sch.	
65	" " " "	E	Maple Grove	Elementary
125	" " " "	F	Badger/Chapman Schs.	Elementary
250	" " " "	G	Edgewood	Elementary
173	" " " "	E	Elm Dale	Elementary
95	" " " "	G	Glenwood	Elementary
250	" " " "	G	Greenfield Mid. Sch.	Social Studies
60	JOB INTERVIEWS: MEN	E	Brown Deer HS	Career Communication
257	" " "	E	Walker Jr. HS	Career Education
60	REVOLUTION IN RELEVANCE	E	Nathan Hale HS	Career Education
95	" " "	E	Cudahy HS	Life Planning
12	" " "	G	Curative Workshop	Prevoc. Skills
35	" " "	E	Pleasant View Annex	Career Education
75	WHEN YOU GROW UP	E	Roosevelt Jr. HS	Lang. Arts. & Social Studi
180	" " " "	E	John Long Mid. Sch.	Career Education
25	WHEN YOU GROW UP - BUSINESS	E	Wisconsin Job Service	
60	WOMEN IN CAREERS	P	Brown Deer HS	Career Communication
74	" " "	E	Shorewood Intermed.	Career Education
85	WORLD OF WORK	G	Nathan Hale HS	Career Education
35	" " "	E	Pleasant View Annex	Career Education
30	" " "	G	Curative Workshop	Prevoc. Skills
	WORKING WORLDS SERIES			
25	EARTH PEOPLE	E	Wisconsin Job Service	
370	" "	E	Greendale HS	Guidance
48	" "	E	Shorewood Intermed.	Career Education
40	THE FOODMAKERS	E	Nathan Hale HS	Food Service
31	" "	E	Central HS	Food Service

No.	FILM	RATING	SCHOOL	CLASS
200	THE FOODMAKERS	E	Washington HS	Home Economics
45	" "	E	Shorewood Intermed.	Career Education
60	" "	E	W. Milwaukee	Home Economics
60	PEOPLE & THINGS	E	Brown Deer HS	Career Communication
40	" "	E	Shorewood Intermed.	Career Education
63	" "	E	Nathan Hale HS	Career Education
250	" "	E	Greendale HS	Guidance
200	THE FIRST STEP	E	Washington HS	Bus. Ed. & Drivers Ed.
370	" " "	E	Greenfield Mid. Sch.	Social Studies
65	" " "	E	Nathan Hale HS	Career Education
360	ON THE MOVE	E	Greenfield Mid. Sch.	Social Studies
34	" " "	E	Shorewood Inter.	Career Education
55	" " "	E	Walker Jr. HS	Career Education
75	" " "	E	W. Milwaukee HS	Career Education & Dr. Ed
73	THE ORGANIZERS	E	Nathan Hale HS	Office Practice
150	" "	E	Cedarcrest Girls' Sch.	Business Education
85	" "	E	Central HS	Business Education
75	" "	E	W. Milwaukee HS	Business Ed. & Drivers Ed.
150	THE MARKETEERS	E	Cedarcrest Girls' Sch.	Business Education
370	" "	E	Greenfield Mid. Sch.	Social Studies
250	" "	E	Greendale HS	Career Ed. & Guidance
150	HELPING HANDS	E	Cedarcrest Girls' Sch.	Business Ed. & Career Ed.
370	" "	E	Greenfield Mid. Sch.	Social Studies
250	CULTURE & CONSCIENCE	E	Washington HS	Business Ed. & Social Studi
95	" "	E	Cudahy HS	Life Planning
35	" "	E	Pleasant View Annex	Career Education
370	GOOD TIME PEOPLE	E	Greenfield Mid. Sch.	Social Studies

No.	FILM	RATING	SCHOOL	CLASS
34	GOOD TIME PEOPLE	E	Shorewood Intermed.	Career Education
95	" " "	E	Cudahy HS	Life Planning
55	" " "	E	W. Milwaukee HS	Career Ed. & Driver's Ed.
65	" " "	E	Nathan Hale HS	Career Education

APPENDIX D

ELEMENTARY CAREER EDUCATION WORKSHOP PARTICIPANTS - JUNE 16-20, 1975

Ann Marie Camacho, Teacher, Oak Creek-Franklin School District

Karen Ewing, Teacher, Greenfield School District

Robert Frost, Teacher, Greenfield School District

Elaine Gavin, Teacher, Greenfield School District

Kathleen Ivanic, Teacher, Greenfield School District

Roseann Kowske, Teacher, St. John De Nepomic School

Nancy Lampe, Teacher, Greenfield School District

Rosemary Nickels, Teacher, Greenfield School District

Lyn Pecharek, Teacher, St. John De Nepomic School

Patricia Rose, Teacher, Greenfield School District

Phyllis Schaffner, Teacher, Greenfield School District

Gene Sheldon, Teacher, Greenfield School District

Martha Slobig, Teacher, Milwaukee Public Schools

Jennifer Kelnhofer, Teacher, Milwaukee Public Schools

Nancy Zimmer, Teacher, Milwaukee Public Schools

James E. Thompson, Teacher, Milwaukee Public Schools

Father Thomas Venne, St. Agnes Elementary School

Nancy May, Teacher, Mequon-Thiensville Public Schools

Richard Benson, Teacher, Milwaukee Public Schools

Ron Ramaker, Teacher, Brown Deer Schools

Kathy Scott, Brodhead Public Schools

Sharon Rand, Teacher, Greendale Schools

MIDDLE SCHOOL/JUNIOR HIGH CAREER EDUCATION WORKSHOP PARTICIPANTS

JUNE 16-20, 1975

Dennis Bartel, Teacher, West Allis-West Milwaukee Public Schools

Bonnie Berg, Teacher, Milwaukee Public Schools

Keith Burke, Supervisor, West Allis-West Milwaukee Public Schools

Renee Goldman, Teacher, Milwaukee Public Schools

Jan Graczyk, Teacher, West Allis-West Milwaukee Public Schools

Lucia Halyard, Teacher, Milwaukee Public Schools

John Hedstrom, LVEC, Greenfield School District

Guenther W. Heller, Guidance Director, Milwaukee Public Schools

Lois Hito, Teacher, Cudahy Public Schools

Pat Hoffman, West Allis-West Milwaukee Public Schools

Ruth Howard, Teacher, Milwaukee Public Schools

Harold Hruska, Teacher, West Allis-West Milwaukee Public Schools

Mary Karge, Teacher, Milwaukee Public Schools

Stan Ladich, Counselor, West Allis-West Milwaukee Public Schools

James Lehman, Teacher, West Allis-West Milwaukee Public Schools

Marion Magin, School Counselor, Wisconsin Telephone Company

Harold McMahon, Counselor, West Allis-West Milwaukee Public Schools

Olga Mimier, Teacher, Greenfield School District

Ann Muhrich, Teacher Milwaukee Public Schools

Marilyn Nelson, Teacher St. Agnes Elementary School

Robert Nelson, Milwaukee Public Schools

Diane A. Nowak, Teacher, Milwaukee Public Schools

Mark Pienkas, Teacher, Oak Creek-Franklin School District

Herb Seils, Teacher, West Allis-West Milwaukee Public Schools

JoAnn Shemanski, Teacher, West Allis-West Milwaukee Public Schools

Judith Skinner, Teacher, West Allis-West Milwaukee Public Schools

Barbara Wagner, Teacher, West Allis-West Milwaukee Schools

Mary J. Weller, Teacher, Wauwatosa Public Schools

Dean R. Zimmerman, Webster Transistional School

Linda Buck, Teacher, Milwaukee Public Schools

Charlene Harteau, Teacher, Milwaukee Public Schools

Lorcye Borkowski, Representative, Wisconsin Job Service

Karen Hodnett, Teacher, Brodhead Public Schools

Gregory Henika, Counselor, Juneau Academy

HIGH SCHOOL CAREER EDUCATION WORKSHOP PARTICIPANTS

JUNE 16-20, 1975

Roberta Assa, Teacher, Cedarcrest Girls' School

Douglas Bainbridge, Teacher, Greendale School District

Emmett Boyce, Teacher, Greenfield School District

Jim Foote, Central Office, Milwaukee Public Schools

Nancy Fossum, Representative, Wisconsin Job Service

Paul Gallagher, Teacher, Milwaukee Public Schools

David Grypp, Teacher, Milwaukee Area Technical College

June Hartenthaler, Teacher, Curative Workshop

Hilary Janikowski, Counselor, West Allis-West Milwaukee Schools

Morris McFarlane, Career Education Coordinator, Mequon-Theinsville Schools

Kay Miller, Teacher, Divine Savior-Holy Angels High School

Theresa Moos, Teacher, Greenfield School District

Nancy Parkinson, Teacher, Mequon-Thiensville Schools

Susan Pinnow, Teacher, Greenfield School District

Anne Pohl, Teacher, St. John's Cathedral High School

Jan Skell, Teacher, Brown Deer School District

George Slupski, Greenfield School District

Richard Szymenski, Teacher, West Allis-West Milwaukee Public Schools

Fay Topetzes, Counselor, West Allis-West Milwaukee Public Schools

S. Helen Wagner, Teacher/Counselor, Pius XI High School

Irma Walker, Counselor, Milwaukee Public Schools

Eva Wibract, Librarian/Teacher, River Hills School District

Diane Wirth, Teacher, Greenfield School District

Karen Zwissler, Teacher, Milwaukee Area Technical College

Clara Theine, Teacher, Mequon-Thiensville School District

Len Dudkiewicz, Teacher, Mequon-Thiensville School District

Phil Plautz, Counselor, Juneau Academy

Earl Hill, LVEC, Germantown Schools

Diane Kuehn, Dist. Ed. Coordinator, Greendale School District

Joe Katalinich, Teacher, Greendale School District

APPENDIX E

THE "HOW TO" WORKSHOPS

	ELEMENTARY	MIDDLE SCHOOL/JUNIOR HIGH	SENIOR HIGH
	General Announcements - Procedure - Questions		
	Kickoff - Why we need CE. Need for collaborative approach. Getting started. Charles F. Bingnor, Dist. Adm. Brodhead Public Schools		
	How to use Bread & Butterflies Gladys Schutz, Luanda Wendt, Anita McElhanon — Watertown Public Schools	How to help students develop an awareness of a wide variety of occupations. Roland Cross, Raymond Staley — Oregon Public Schools	How to make CE work! Herman Tiedeman, Don McNaughton, Pearl Powers, Bruce Wittenwyler — Watertown Public Schools
	Commercial Materials Presentations by Vendors	How to use simulation in the classroom. Beth Worthington Tom Bauer Marquette Mid. Sch. (Madison, Wis.)	How to provide students with assistance in developing employability skills. Douglas Ray UW-Madison
	How to "mini-career" Sharon Rand Canterbury Elem. (Greendale, Wis.)	The role of the counselor in implementing CE. George Baskfield Al Willers Horace Mann Jr. HS (Sheboygan, Wis.) The cooperative role of the teacher & counselor. John Zgonc Jerry Borchardt	Counseling & Placement Terry Seifert Oshkosh Pub. Sch. Career Development Through Grou Counseling Process. Nicolet HS Counselors Scheldroup - Morgan Whalen - Howard
	How to group activities for implementing the self-concept in the classroom. Dick Gee K-12 Counselor Elk Mound (Wis.) School System Career Education Activities in the early primary grades. Joyce Garner Oregon Pub. Sch.	How to evaluate educational materials for social bias. Ruth Gudinas Madison (Wis.) Public School System	"How to" CE activities at Greendale High School. Ray Heard Arne Engebretsen Jerry Hitchler Greendale High Schoo
	"HOW TO" with limited materials. Karen Montieth Mary Schultz Delores Johnson Kay Meckes Mary Keyes Watertown Pub. Sch.	How to present occupational information. Harold Zirbel Otto Sowa Milwaukee Technical High School	How to develop and implement a CE program in a school system. Eileen Scott Watertown Public Schools

ELEMENTARY, JUNIOR HIGH AND HIGH SCHOOL
CAREER EDUCATION WORKSHOP EVALUATION

1. What workshop did you attend?

16	Elementary
33	Middle School/Junior High
30	High School

2. What workshop sessions did you attend?

ELEMENTARY

	Monday	Tuesday	Wednesday	Thursday	Friday	TOTAL
Morning	12	11	10	9	11	53
Afternoon	4	3	3	6	5	21
	16	14	13	15	16	74

MIDDLE SCHOOL/JUNIOR HIGH

	Monday	Tuesday	Wednesday	Thursday	Friday	TOTAL
Morning	19	23	20	21	20	103
Afternoon	6	12	12	13	10	53
	25	35	32	34	30	156

HIGH SCHOOL

	Monday	Tuesday	Wednesday	Thursday	Friday	TOTAL
Morning	15	17	16	17	15	80
Afternoon	10	13	12	12	11	58
	25	30	28	29	26	138

3. Which sessions did you feel were the most worthwhile?*

ELEMENTARY		MIDDLE/JUNIOR HIGH		HIGH SCHOOL	
Monday	3	Monday	11	Monday	4
Tuesday	0	Tuesday	3	Tuesday	5
Wednesday	9	Wednesday	5	Wednesday	8
Thursday	11	Thursday	6	Thursday	7
Friday	9	Friday	9	Friday	2
All	1	All	6	All	4

*Not all evaluation sheets were returned.

4. Which sessions did you feel were the least worthwhile?

ELEMENTARY		MIDDLE/JUNIOR HIGH		HIGH SCHOOL	
Monday	2	Monday	2	Monday	2
Tuesday	12	Tuesday	2	Tuesday	2
Wednesday	0	Wednesday	4	Wednesday	1
Thursday	0	Thursday	3	Thursday	1
Friday	0	Friday	0	Friday	0
All	0	All	0	All	0
None	0	None	1	None	6

5. What was your overall impression of the workshop?

ELEMENTARY

Excellent 6 (Very good, great, well done)
Interesting and worthwhile 3

Good ideas, helpful, informative 8
Well worth the time 2

MIDDLE/JUNIOR HIGH

Excellent 10 (Very good, great, well done)
Interesting and worthwhile 6
Well organized 3
Good overall view of career education 2

HIGH SCHOOL

Excellent 9 (Very good, great, well done)
Interesting and worthwhile 5
Inspiring, good contact people 5
Well organized 3
Good variety of topics 1

Overall favorable view of the workshops. A few felt the workshops were too orientated toward one area, that is, guidance. Also, some of the teachers stated that once again all the work is left to them.

6. Do you have any plans for change in your classes as a result of this workshop?

All the responses indicated that career education was going to be part of the class work in the fall. Below are a few representative of the majority.

ELEMENTARY

Yes, I plan to work on self-concept, and also begin with parent's occupations.
More contact with the children's parents.
I will stress self awareness.
Yes, try to be more concerned about the feelings of the students, and developing self image.
Definitely. More emphasis on self worth, much more exposure to careers.
Plan to share some of the new ideas with other teachers in my building.

MIDDLE/JUNIOR HIGH

Definitely. I feel my subject area curriculum covers many of the concepts of CE and I would need to put more emphasis on careers and the exploration of them.
I do not teach any classes as such, what I hope to do is to increase my usefullness as a "resource person" for teachers. I also hope to do more CE work on a cooperative basis with teachers.
Yes. To really plan a CE course for the school in which I do the counseling.
Plan to incorporate CE into the regular curriculum.
I plan to emphasize CE a lot more.

HIGH SCHOOL

I am always working on interjecting CE material into my classroom. It will take me a long while to get it done. So I will work on plugging in individual things.
In my counseling I would like to implement group sessions on career education.
Since I'll be teaching a class called Career Education, I'll use a great deal of the material gained from these sessions and will definitely urge others to incorporate some of these things into their classes.
Yes. Checking other Career Resource Centers in other high schools.
To create an area of emphasis which will deal with the self evaluation process as suggested by Dr. Ray, and use this procedure to develop solid work attitudes.
Yes, use materials and concepts I learned about at the workshop.
More field trips.

7. Do you feel that it would be worthwhile to hold workshops like this for other teachers, counselors, and administrators?

All of the responses to this question in all three workshops were positive. There was a great deal of urging to get the administrators involved in this type of activity.

8. Did you attend the workshop for University credit?

Elementary	Middle/Junior High	High School
Yes 8	Yes 10	Yes 11
No 4	No 9	No 7
No answer 2		

9. What is your position?

Elementary	Middle/Junior High	High Schol
Teacher 13	Teacher 10	Teacher 12
Counselor 0	Counselor 8	Counselor 4
Administrator 0	Administrator 1	Administrator 2
No answer 1		Other 2

APPENDIX G

What I Plan To Do About Career Education

Elaine Gavin

Educational Psychology

Career Education

June, 1975

Elaine Gavin
Educational Psychology
Career Education
June, 1975

I am a third grade teacher at Elm Dale School in Greenfield, Wisconsin. After attending the Career Education Workshop, these are some of the ideas I am planning to use during the next school year:

I. "Child of the Week" bulletin board

I would like to use a bulletin board this year to help the children gain self-esteem and knowledge about themselves. After sending home a letter to the parents at the beginning of the year, hopefully the parents will cooperate by sending photographs, hobbies, special interest items, souvenirs, and such things that we may display. Also the child may draw himself, family, or pets. It might help his self-image by talking about "his" board. He will also be the leader for the week and do other specialthings as they arise.

The class will learn more about each other and this should also help me to gain a better insight in my class. Home and school relationship might improve through cooperation and communication.

During short weeks of the year, some of the school personnel could be introduced as special and necessary helpers. Better attitudes might be developed. This past

year I heard remarks about the teacher aides not doing anything to settle disputes on the playground. Actually their "hands were tied" in most instances.

Evaluation would probably be mostly by teacher observation. Hopefully children will feel free to talk about their feelings and will have more self-confidence. They might understand each other better and be more aware of others' feelings, and therefore develop more tolerance.

A pre-test on personality and student responsibility might be given at the beginning of the year and then re-administered at the end of the school year. Student growth might be identified with this procedure.

II. Each Child has an important life space.

This theory was described by Mr. Dick Gee of Elk Mound, and it seems to have much merit. Each child has to feel important and have an important space in life. In school his desk area is probably his security.

In October I plan to develop on this idea by having each child take an 8½ by 11 piece of tagboard to draw and decorate his name. These will be put up on the wall around the room. Each week we can add another paper below or to the side of his name. He could draw a self-portrait in a happy situation and then in a sad situation. He can draw his family, friends, and pets. By "Open House" in

November each child will have an important area to show his parents. This should also build on his self-image. Also the parents might get more enthused about how we are developing Career Education at the primary level in developing attitudes and awareness. Parental comments should help me decide if this idea should be used another year. Again, observation of the students and their comments will be used as the best judge as to the worth of this project.

III. D.U.S.O. Kit

The D.U.S.O. Kit is a puppet - record - story kit for K-3. Although our school does not have this kit, I am hoping that eventually we will.

This kit seemed to be highly recommended by many of the people involved in the Career Education Workshop. They seemed to feel that the child can relate to the puppet, and the well planned stories may bring about better understanding and behavior.

IV. Other Possible Projects

A. Civil Rights Chart (NEA) - Post and discuss.

B. Collect pictures of faces. Study and discuss their feelings.

C. Personality and Responsibility check-list.

D. Explore the possibility of using a T-V series in the classroom, either "All About You", or "Bread and Butterflies".

E. Creative writing, using starter sentences such as "I'm important to the family because..." or "I'm really great at ....".

F. Games

1. Pick and Pantomine - Jobs are listed on small cards. Child drawa from a can and acts out.
2. Cut circles ani paste on tagboard in the arrangement of a worm. Child arranges a second set of circles with job names in alphabetical order.

G. "Me" booklet.

H. "Me" mobile.

I. Pantomine feelings, such as happy, sad, frightened, excited, hungry, sassy, cold, hurt, silly, bored, puzzled, or tired.

APPENDIX G

Career Education Workshop

Nancy Lampe
Badger School - Greenfield
W147 N7823 North Point Drive
Menomonee Falls, Wisconsin
53051

Concepts for Career Education

1. An understanding and acceptance of self is important throughout life.
2. Persons need to be recognized as having dignity and worth.
3. Individuals differ in their interests, abilities, attitudes and values.
4. Occupations exist for a reason.

Plan for Implementing in my classroom

Since I teach kindergarten, I felt the above four concepts were best suited to this level. I plan on trying the following activities.

1. Give the children ME badges the first day of school.
2. Making a ME bulletin board with children's self portraits and a poem about me.
3. Discuss feelings with the children - happy, angry, hot, cold, frightened, sad etc. and have them pantomime feelings.
4. Use the Human Development "magic circle" program to discuss feelings but not put a judgment on them.*
5. Make Me Booklets. This would be an ongoing activity, and will include pictures of family, pets, a happy time, a sad time, and a self portrait. The children will take the booklet home at the end of the year.
6. Have the children draw pictures of happytimes, sad times, self-portraits, decorate their names. Hang on the bulletin board and have the children tell about them.
7. Suggest the P.T.A. get the movie "Cipher in the Snow" for one of their meetings.
8. Make colorful designs using their names for an art activity.
9. Send a letter home to the parents telling about the "Child of the Week" bulletin board and ask for pictures and objects.
10. Start a student of the week bulletin board. If there is extra time, put up boards about the principal, secretary, cook, janitor, teacher aides and myself.
11. Have children wear a button saying "It's MY Birthday" on their birthday.
12. Give a token such as a flat stone with their name painted on it on their birthdays.
13. Have children bring in baby pictures and hang them on the bulletin board. Discuss changes and growth.
14. Send home an interest sheet asking information about home and parents jobs. Ask if parents would be willing to come in and tell about their job, possibly bringing the tools and uniforms or finished product.
15. Set up some career interest centers, possibly with parent help. Possible ideas are a carpentry center, cooking center, sewing, occupation center with hats, uniforms and equipment, a grocery store and an office.

16. Have children tell how they could help others in their family.
17. Discuss jobs they have at home and how their responsibility increases as they get older.
18. Discuss what they can do now that they couldn't do as infants.
19. Use the do so kit in the IMC.
20. Make a Mother's Day basket with flowers. On the stem of each flower is a task the children can do at home for their mother.
21. Try and get the book and record "Free To Be You and Me" by Marlo Thomas.
22. Make mobiles. Have the children trace their hands and feet and make a profile of their head.
23. On the field trip, have the children look at the workers as well as the animals at the farm.
24. Tape stories of what the children want to be today, tomarrow and when they grow up.
25. Teach the song "Everyone Makes Mistakes" from the "Sesame Street Songbook."
26. Make a bulletin board about the workers at school.
27. Keep my eyes and ears open for any materials or ideas I could incorporate into this program.

Evaluation of my Career Education Program

Hopefully some of the following points could be observed in the classroom:

1. More tolerance of individual differences.
2. Better behavior - less kicking, hitting, punching etc.
3. Better understanding of how their behavior affects others
4. Aware of themselves and their importance
5. More aware of feelings
6. More aware of jobs, work and why jobs exist

*Last year I did a pilot program using the Human Development "magic circle" program in my kindergarten. The children sat in a circle and discussed how different things made them feel. No judgments were made about their feelings. The circle was held at the same time every day.

While doing this program, I noticed that my children seemed more concerned about their feelings and those of others. Many times I heard them say things like "How did that make you feel?" "That made me feel happy" or "Lisa looks sort of sad today." I had not noticed comments like these in previous years.

I would like to add that I found the workshop extremely interesting and stimulating. I am really looking forward to trying these ideas in my classroom. If the program makes even one child more aware of himself and his feelings and the feelings of others, I feel it would be very worthwhile.

APPENDIX A

SECOND ANNUAL ADULT CAREER CONFERENCE

sponsored by

MILWAUKEE AREA CAREER EDUCATION PROJECT
MILWAUKEE AREA TECHNICAL COLLEGE

SATURDAY, DECEMBER 7, 1974

1:00 P.M. TO 4:30 P.M.

GENERAL SESSION: (PURPOSE OF CONFERENCE. SOME CAREER CHANGE EXPERIENCES. A LOOK INTO THE FUTURE)

Mr. Richard Borowski, Counselor, Milwaukee Area Technical College
Mr. Don McGibbon, Director, Milwaukee Area Career Education Project
Mr. Ronald Ramlow, Labor Market Analyst, Wisconsin State Employment Service
Mr. Frank Stravinski, Training Director, Ladish Company
Ms. Shirley Webb, Secretary, Will Ross, Inc.

GROUP SESSIONS:

PANEL ONE

PLACEMENT: (WHAT CAREER OPPORTUNITIES ARE AVAILABLE? WHAT ASSISTANCE IS AVAILABLE? ETC.)

Mr. Bob Braun, Placement Office, Milwaukee Area Technical College
Ms. Nancy Fossum, Job Information Service, Wis. State Employment Service
Ms. Judy Looze, Job information, Civil Service Commission

PANEL TWO

ASSESSMENT: (WHAT ARE BEST ROUTES TO MY CAREER GOALS? DO I NEED GUIDANCE, TESTING, ADDITIONAL TRAINING? ETC.)

Mr. Jim Bloom, Personnel Manager, Hoerner Waldorf Corporation
Ms. Mary Jane Christie, Manager, MS Employment Service
Dr. Marvin Ketterling, Director, Milwaukee Area Technical College Counseling Center

PANEL THREE

AIDS: WHAT AIDS ARE AVAILABLE, FINANCIAL OR OTHERWISE? DO I QUALIFY? ETC.)

Mr. Jim Friedbacher, Financial Aids, Milwaukee Area Technical College
Mr. Roger Koenke, Financial Aids, Dept. of Vocational Rehabilitation
Ms. Nadine Lee, Coordinator, Higher Educational Aids Board

PANEL FOUR

TRAINING AND DEVELOPMENT: (WHAT EDUCATION AND TRAINING OPPORTUNITIES ARE THERE FOR ADULTS? ETC.)

Father Thomas Stemper, Assistant Director, Admissions Office, Marquette University
Mr. Frank Stravinski, Training Director, Ladish Company
Mr. Melvin Striegel, Director, Division of Continuing Education, Milwaukee School of Engineering

ADULT CONFERENCE

Opening Panel & Topics:

Jim Bloom -Are you unemployed and having trouble getting and holding a job?

Ronald Ramlow -Job Market

Richard Borowski -Moderator and Testing

Robert Braun -How to look for a job, where to get application and resume assistance.

Business Panel:

Gene Klein -MATC
Hans Matzner -Chairman, VTAE Advisory Committee
Mr. Gray -Boston Store
Wanda Diven -Telephone Company

Industrial/Technical:

Warren Miller -MATC
Bobby Tews -Ampco Metals
Russ Sorenson -Motor Casting Co.
Don Marlow -MATC

Health:

Rev. Truby -Wisconsin Home for the Aged
John Turek -Hospital Council of Greater Milwaukee
Virginia Navitzky -MATC

Food:

Bill Jelinske -Marc's Big Boy
Jack Boder -Boder's on the River
Daniel Jeatran -MATC

Graphic & Applied Arts:

Matthew Fredrich -MATC
Joe Gradian -MATC
Jack Hayes -Printing Industries of Wisconsin

Interviewing/Job Placement:

Jim Bloom -Weyenberg Shoe Manufacturing Co.
Robert Braun -MATC
Richard Borowski -MATC

Jobless and Job Holders Seek Help to New Future

By Linda B. Maiman
of The Journal Staff

Consider the trauma of an old football player, a sympathetic panelist was saying.

For 10 years, he's a star. Then, suddenly, he's too old to play and he's out of a job. No glory. No income. No future.

He's got to adjust to a new lifestyle, perhaps even a new self-image.

The audience seemed sympathetic to has-been football players.

But they seemed more concerned about their own employment difficulties — boredom, instability, restlessness, low pay, no control, no future.

Seek Futures

The unemployed and the unhappily employed gathered, 150 strong, at the Milwaukee Area Technical College Saturday afternoon to learn where to go from here.

They attended the second annual "Adult Career Conference" on changing careers to find out what's available, where to get aid, and where to get trained.

They brought with them varied backgrounds: domestic house cleaning, business managers, foundry workers, teachers, photographers, housewives and plant inspectors.

Some said they just wanted to feel out the job market. Others said they were desperate.

"A foundry isn't what it should be, you don't make enough for a family in this

Turn to Jobs, page 18, col. 1

150 Join Search for New Careers

From page 1

economy," said a 34 year old foundry worker.

He is an officer of his union and has a certain amount of authority in his position.

Wants Stability

But he also has a wife and two young children, one barely three weeks old, and he wants "better stability" for his family and a higher salary might help.

He is working on real estate courses and hopes to pass his broker's test soon. He wants to leave the foundry forever.

Neva Stotts does not foresee losing her job to the economy. But after cleaning homes for 25 years, she fears losing her ability to do that kind of work.

She hopes to learn about civil service jobs, which she thinks would be the most stable. She especially wants to work with children in a hospital, perhaps as a nurse's aid.

Teachers Seek New Job

A 45 year old elementary school teacher attended the career conference to learn how to get a job away from children.

"Each and every year, the children become more difficult to handle," she said. "Society's changing."

She said she was stagnating in her career.

"I have no intention of giving up this job unless I can get something secure, equal and above it," she added. "If I feel the market is teetering, I won't make a change."

Her dilemma — not knowing whether to change jobs — might be envied by those who have lost their jobs.

Job Disappears

Douglas Kornemann, at 40, had attained a comfortable position as sales manager for a firm's tire division. He was earning $17,000 a year, supporting his wife and children and paying off his home in Grafton.

"They discontinued my job, is what it amounted to," he said, calling himself "one of the early casualties" of the country's economic woes. He was laid off about five months ago.

Kornemann is considering two alternatives: finding another job in management, or getting a master's degree and teaching.

Age No Barrier

Participants were told that age should not be a barrier to getting a new job. In fact, many employers prefer older people and consider them more stable, according to Shirley Webb, a secretary and one of the panelists.

They were also told that service jobs (transportation, communication, banking, real estate, government, etc.) would outnumber production jobs 2 to 1 by 1980, and that although manufacturing jobs were numerically steady, they were accounting for a smaller and smaller share of total employment.

Panelists also predicted that white collars jobs would increase to the point of outnumbering blue collar jobs by 1980.

Career Training In City Schools Blasted by Panel

Milwaukee Public Schools offer a "dictated program" of career development that students often find "insensitive to their individual needs and goals."

In fact, industrial education — auto mechanics, metal and wood working, drafting — at some schools is ". . . so inadequate that those students are being denied their educational rights."

Those blunt words come from a report by a Career Development Advisory Committee to the Milwaukee School Board. The report urges a comprehensive career development program and stresses the need for vocational and technical education opportunities.

The report also points out that it is not difficult to determine that the least adequate facilities for career training were found in central city high schools, Juneau, King, Lincoln, North Division, South Division and West Division.

It is at these schools that such career development programs are needed most, the report emphasized.

After two years of study, the committee concluded that the "job readiness" efforts of the school system are "uneven . . . are conducted in a rather haphazard, uncoordinated and, in some cases, in a very superficial manner."

Among its recommendations:

• A citywide vocational center on the city's North Side, possible at Custer High School. The committee noted the South Side already has Milwaukee Technical High School, which has a good program but restrictive entrance requirements.

• Major improvements to [illegible] programs within individual schools or, if [illegible] the chance for pupils to get the training elsewhere within the system.

• A better business and distributive education program, one that addresses the "serious need in our community for minority businessmen."

• A Career Education Resource Center in each high school.

• Introduction to all junior high school pupils of careers related to home economics, enabling them to see the importance of personal and family living skills in society.

• The addition of consumer education classes in the high schools.

• A review of counselor assignments in all high schools, giving special consideration to the fact that only about 20% of the pupils go on to college.

• An objective assessment of existing career education programs, strengths and weaknesses alike, with a plan to improve career education programs for 1976-'77.

The committee also recommended that, prior to the beginning of the senior year, each pupil be evaluated to determine if a minimal skill level in a career has been achieved. If not, there should be specific efforts during that senior year to provide at least this minimal level.

The committee found the greatest need to be in the inner city schools because of what it called the limited career development opportunities available to pupils.

These schools have large numbers of low income families, high pupils mobility rates, high attrition rates and the greatest number of disenchanted and overage students, according to the report.

To these pupils school seems to offer little in the way of "getting and holding a job" or motivating them toward a specific career, the report said.

Russell Frisby, assistant principal at Pulaski High School, was chairman of the advisory committee, which has turned over its findings to the board. The next step probably is the assignment of the report and recommendations to a board committee for consideration.

The committee was formed several years ago at the urging of Russell M. Darrow, a school board member who resigned earlier this year.

MILWAUKEE SENTINEL, Friday, May 30, 1975

APPENDIX J

CAREER EDUCATION SEMINAR

SPEECH

and

SUMMARY

SPEECH PRESENTED BY: DR. KENNETH B. HOYT, Director of Career Education
Office of Education, Washington
held on Tuesday, May 13, 1975 - Sheraton Mayfair Inn

Honored guests, panel members at the head table, and ladies and gentlemen. Dr. Baum and I did agree that he would keep the introduction short and I am greatful that he did because this gives me a chance to express a few more of my biases. The fine evening is due to Dr. Baum's presence here tonight. He must have made that known being a meteorological expert. I bring you all greetings from what is affectionately known as Bagdad by the Potomac. Let me say officially how pleased I am to be back in the great State of Wisconsin. I have not had an opportunity to be back here since I was at Wingspread this last fall at the conference on Career Education sponsored through the cooperation of Johnson Wax on Career Education for Minorities and Low Income Persons. It is always a pleasure for a native Iowan like myself to get this close to "God's Country" and Wisconsin is not too far away. I had to throw that in having been at the University of Iowa for fifteen years, I remember the football games very well and some other things besides. I am especially indebted to the program committee tonight to come back, I very seriously mean this, to participate in Wisconsin in a Career Education Seminar that involves not only key members of the Business, Industry and Professional Community in the great State of Wisconsin. I am pleased to be in Wisconsin partly because of the pioneer and signal development work in career education that is going on in this state and I mean that very sincerely. I think one of the leading conceptual efforts in the whole career education movement has been in the State of Wisconsin. The Wisconsin Career Education Model is one that is widely copied in all parts of the United States. I think those of you who work in career education in Wisconsin have real reason to be proud of that model. We make very special use of Wisconsin persons in our consulting activities in the Office of Career Education. Last week we had the pleasure of having Bob Meyers with us again to review proposals for our current series of career education grants across the nation. And if you don't think those panels worked hard just ask Bob how hard he worked and how hard he worked just a few weeks ago when I asked him to go out to the State of California to work with the Charles Schultz Enterprises group with a Career Education conceptual theme trying to use the Charlie Brown characters. I would like to express publicly my appreciation to Bob Meyers for the great contributions that he has made to our efforts to conceptualize career education for the Office of Career Education. And if I am going to talk about Bob that way I can't help but also just say a work about my good friend Eileen Scott from Watertown, who was in one of our mini-conferences for leading career education practioners in the nation. One of 275 selected from the United States and I think Eileen's contribution was just outstanding. That all leads up to the fact that I am not sure that I have anything worthwhile to say to this group tonight.

You folks have been working in career education and we know around Washington some of what is happening in the State of Wisconsin. I would guess, if I have any contribution to make tonight it might be more nearly in terms of the current way we are looking at the urgency for career education. The increasing national urgency for this movement. I would hope some of what I have to say tonight might be controversial enough that it would evoke arguments and disagreements between some of the members of the very impressive panel of reactors that have been selected. Part, I must say, Bill is the reason I agreed to come was the names of the panel members

that you sent me. I thought that if we were going to have this distinguished a group of reactors it would be worthwhile my coming and exposing my biases. This is what I am here to do and I hope that I can do it in a short enough period of time that the panel will have ample opportunity to react.

We are here to talk about a very simple matter in career education. We are simply talking about relationships between education and work. Relationships that are obviously becoming closer and closer every year. And yet as These relationships have become closer and closer in this society we have for too long and in too many places found those relationships ignored both by those of us in professional education and by the business, labor, industry community across the nation. Instead both community and education tended to blame those least responsible for the condition, namely our youth. And when we get tired of blaming our youth we blame each other, and in any case it is our youth who continue to suffer. And it is our youth we need to talk about this evening. Mistakes of the past are abundant, we have all made them. There is plenty of blame to go around. I think our educational institutions have basically operated for years under a false assumption that says the best way to get our youth ready for the real world is to lock them up in a schoolhouse and keep them away from that world. The business, labor industry community has operated for years under a false assumption that says, preparation of youth for world of work rests squarely and solely on the shoulders of our education system. As a result we find youth faced with two worlds: a world of schooling and a world of work that are worlds apart for the youth. I don't think it is too surprising that some of them seem confused. Some of them seem uncertain, some of them seem unable to adjust to the transition from one world to another.

We have talked, I think, quite enough about small attempts to "fine tune" both of these worlds with minor adjustments meant to accommodate the problems and needs of our youth. Career education is not a "fine tuning" approach. Instead it is an approach that says it is time to marry these two worlds, to bring them together into a colaborative relationship not a cooperative relationship. A colaborative relationship in which the world of professional education and the business, labor, industry community interact to provide an envirnnment, set of learning experiences and a set of opportunities for helping all persons in our society, adults as well as youths, women as well as men, the rich as well as poor, the college graduate as well as the high school dropout, the gifted and talented as well as the physically and mentally handicapped make a successful transition from this world of schooling to the world of work. Career education represents this kind of effort. I think it important to make clear how simple and yet how profound the crusade of career education is. What we are trying to do can be stated very simply, getting it done is a lot more difficult.

What we are trying to do is put a primary focus, and I think this essential, on the ability of individuals to recognize and capitalize on relationships between education and work in our society today and to make work, that is the word, a more meaningful part of the total life style of every individual in these United States. That is what we are about.

We place emphasis on society's need for work in increasing productivity and on the individuals need to find personal meaning and meaningfulness in the work that she or he does. We seek to balance the law of microeconomics which in effect says "there aint no free lunch". With the law of micro economics which says in effect "in the long run we are all dead". That

is we must think of those who will follow. We try to balance those two laws that rest around the basic concept of career development. The one thing that career education has going for it most, I think, as a vehicle for educational reform, at least in my opinion, is that unlike any other call for educational reform that I have ever heard about we have begun with a basic assumption that career education is not something the education system can do by itself. Instead we have said that if our society wants and is willing to pay the price, not the financial price, the effort price to make career education work it is going to take three segments of our society working colaboratively to get this done. The formal education system,the business, industry, labor, professional community and the home and family structure. All three of those aspects of society are vital to the success of the career education effort in these United States. To whatever extent anyone of them is not deeply involved, the total effort suffers. This is what I have come to talk about tonight in what I hope will be a very simple not too long presentation.

I said we are centralizing our efforts in the Office of Career Education very clearly, very purposely and very directly on a four letter word called WORK. A word which someone remarked today to adolescents is one of the few dirty four letter words left in the vocabulary. We are trying to make work into a good word. And it is a good word I think. I travel around the country you know quite a little bit and one of the places I like to go to is Boston. When I visit Boston I usually try to find time to go down to Boston Commons. They have an old grave yard in the Commons and I often get a great deal of opportunity for thought and reflection by walking around the grave yard looking at the tombstones. And when I do I am always impressed by the fact that those old tombstones are inscribed with three bits of information regarding the person. His name, age, time of death and his occupation. That is what is inscribed. It is very obvious to me when I think about those times and read those inscriptions how each of these persons, the cobbler, the lampmaker, the teacher, the lawyer, etc., contributed through the work he or she did to the society of that time. More important I am constantly impressed by how meaningful work must have been to the life style of those individuals for this to be one of the primary things inscribed on their tombstone. It is very easy for me to fantasize about life style and about the great meaning work must have had to pioneers and the early settlers of this great land of ours Everytime I do that I find that when I leave that Boston Commons I have a kind of a deep feeling of sadness that work as part of ones personal identification no longer seems to hold that great meaning and meaningfulnes for many of our citizens in many parts of this country today. Now please don't misunderstand what I am trying to say here, I am not pleading for a return to early days, to a society that is gone and cannot be revived. I am not pleading for a return to the classic form of the Protestant work ethic or to a revival of the slogan that accompanied that effort because those days are gone and will not come back in this society. If we were to record on gravestones today the occupations of people who died we would need very large stones indeed because of the number of occupations most engage in during their lives.

We would certainly have to inscribe on the stones of females with more words than wife, mother and hopefully that will become increasingly true. Now I am not pleading for a return to the so called good old days. We live in the present, we look to the future, but if we do so with a time perspective I think there are some valuable observations to be made regarding work and life that are as pertinent today as they were then. If you view work as I view work in a time perspective, I do not view work

as a societal obligation, I view work as a human right. As a human right of all human beings. When we talk about work in our Office of Education Policy Paper on Career Education, we are talking with a few technical restrictions, the whole definition is too long, but with a few technical restrictions, I am talking about work as conscious effort aimed at producing benefits for oneself and/or oneself and others. Four words are key: conscious effort, producing and benefits. Conscious choice involves some degree of difficulty in a task that qualifies as work. In productivity some clear outcome is sought. Some goals are set for it to qualify as work and benefit, those out comes are designed to help not to hurt. That is work. That is what we are talking about.

When any of us face squarely for ourselves the very basic question of Who am I? Who am I? I submit we discover to a very large degree the only answer we can give is to talk about what we have done, our accomplishments. We can begin by giving our name and if not too old our age, and maybe our height and our weight and our hometown but when you tell me who you are I will tell you, you will tell me what you have done. Because that is who you are and when we face the even more personnel question, not who am I but of why am I? Why am I here? We will find work the concept of work even more applicable. Each of us is best known to ourselves and to others, it seems to me, through the work we have done, paid or unpaid, volunteer or in the world of paid employment, work as a student, work as productive use of ones leisure time, but work, conscious effort aimed at producing benefits for oneself. How I find out who I am, how I find out why I am, how I find out I am worth something. I am talking about the human need of all human beings to feel that somebody needs me for something. That does make a difference that I exist. That because I exist the world is in some way, to some degree better off. I think Lyndon Johnson put it very well in a speech he made one time when he said, "To hunger, to hunger for use and to go unused is the greatest hunger of all". This is the human need we are talking about in work. I am talking about, and I say I think in a time perspective, it is a need that is just as real and just as realistic in 1975 as in 1775. If I were to choose a central theme for the bicentennial of this nation in 1976 I would certainly nominate work as the basic part of that bicentennial theme. I think work is just as important for this total society in 1976 as it was in 1776. And it is just as important to each individual in 1976 as it was in 1776. And I feel very strongly about that. I am not talking about labor, I am talking about work. In the sense that I have been talking about work I hope that it is quite apparent that work has not been available to very many people in our society. Lots of people have not found work in their adult life instead they have found what must more properly be regarded as labor. That is involuntary efforts to produce something that perhaps benefits someone else but has little meaning or meaningfulness for the individual engaged in the production. To meet their personal needs for work many of these individuals have to look for their basic sense of accomplishment to come in their leisure time. In what they do when they are not in their paid employment is not a meaningful part of their life style, it is something to be endured not something to be enjoyed. We find too many people in this country who were forced into life style so they come to work as late as possible, they do as little as possible, they conserve as much of their energy as possible for what they are going to do when they are not at work. Our nation suffers, productivity declines, demands for wages go up, resession, inflation go on at the same time and we are caught in a "catch 22" situation where the over credentialism of our society has resulted in more

and more people going to school for more and more time and finding less and less relationship between going to school and getting ready for work. This is what has led many of the current popular writers to talk about two terms that they say are relevant today. One ,we talk about the over-educated and two we talk about the undereducated worker. Now it is hard in many ways for me to conceive of a person as overeducated, as I am sure it is hard for many of you, and yet I can understand the writings of some of these people when they talk about it in terms of the demands of the job, in terms of the skills and backgrounds of the persons who occupy the jobs. I think these are over simplified expressions when we simply talk about overeducated and undereducated. We talk about overeducated being bored, we talk about the undereducated worker being fustrated and whether the condition is one of boredom or one of fustration the result in the popular literature is decribed as worker alienation. It is becoming a very popular topic, one that is debated, I think, without great progress in recent years because sometimes we say worker alienation results from things inside the worker and sometimes we say worker alienation results from somethings in the work place. Sometimes we say the workers aren't worthwhile and sometimes we say workers are alienated because they have some lousy jobs. The answer very clearly is some people don't like their jobs because they have bad jobs.

You have some employers who have taken advantage of some people. If people have any sense at all they are going to resent it and they are not going to like it. The employers say we have a lot of people coming to us that are looking for jobs who are not looking for work. And that too has an element of reality in it. Now I think it's not helpful to debate which of these phenomena is the real one. It is a combination of both and I say I think it is time we looked not at the problem, I think it time we looked at solutions.

When we say how do we get youngsters ready for the certainty of uncertainty that face in this rapidly changing society of ours. I think we are faced with a complex situation that has pretty direct but not very simple answers. We know the rate of occupational change. We know that that rate is increasing. It is inevitable that whatever it is our educational institutions, at any level, be it elementary, secondary, higher education, whatever it is our educational institutions have to do they're going to have to prepare youngsters to adapt and be adaptable, to be ready to change with change. Adaptability skills are going to be essential. It seems to me when we talk about adaptibility skills we begin by talking about the basic academic skills, reading, writing and arithmatic. You want to know what are the basic vocational skills needed by workers in these United States today, and what will be needed in the future, I say it is the basic skills of oral and written communication, mathematics, natural and social sciences. Basic skills that are needed by all youngsters.

Career education seeks to increase the students motivation for learning these basic skills by showing students relationships between these skills and their utility in the world of work. Simply that is what we are trying to do. We see and we have all seen lots and lots of little children come to school in the kindergarten year as eager learners and be completely turned off from school prior to the time they reach the fourth grade. I think it is time we ask ourselves why has that happened and what can be done to correct it.

Part of why it's happened, I think, is that we've spent too much of our time urging our students to do better and too little time giving them credit for having done at all. I think we have spent too much time telling our youngsters how they have failed and too little time showing them how they have succeeded. I think we have spent too much of our time telling our youngsters how others exceeded them and too little time telling our youngsters that they have achieved at all. I think we have as a result too many youngsters going through our schools who see no purpose in school other than to get ready for school. People go the third grade so that they get ready for the fourth grade, they go to the eighth grade so they get ready for the nineth grade, they go to the twelfth grade so they get ready for college, they go to undergraduate school so they get ready for graduate school as though the purpose of education is education and yet we all have youngsters saying to their teachers day after day what good will it do me to learn this? But not all youngsters to be sure say that. You can go into a classroom tomorrow and say to a group of students, today students we are going to learn how to dangle participles. Some kids will say okay, you know they never dangled one before and it's a new experience and they are turned on by the fact they didn't know and they will try to dangle a participle. And we have other students who start dangling participles and get intrigued by the process and they will dangle the "hell" out of them all day long if you let them. But we have lots of other students who say teacher why should I learn how to dangle this participles? And we have had only two common answers to that question: 1. That you will need it next year and the other common answer is shut-up and study. In either event what happens is that we lose the student's motivation for learning, academic achievement declines, productivity in the classroom declines. It is educational productivity I am talking about now. I submit there is no basic approach to reduction of worker alienation in business-labor relation community of this nation, that has proved to work in that community that could not be said to have applicability in the classrooms of the United States. Supposedly both teachers and students come to school to work. Unfortunately in too many classrooms neither of them do very much.

We have said for a long time school doesn't make sense to a lot of our students. I think it is time that we recognize that it doesn't make a lot of sense to a lot of teachers either. A lot of teachers as well as a lot of students who have not seen education as something more than preparation for more education. We need a broader set of purposes. We are not in career education trying to make education as preparation for work, the only goal of American education far from it. We are saying this is one goal of American education, and it is one that has received insufficient emphasis in the past. We try to emphasize education as preparation for work as a prominent and permanent goal of all who teach and of all who learn. We try to get rid of the very dangerous and very false question that still too many high school seniors are asking themselves this spring, that says, should I go to college or should I go to work, as though if I go to college I don't have to go to work. I think that is one of the problems we have on our university campuses across the nation, some youngsters have gone to college instead of going to work. Somebody said go to college and you will find yourself and they go to college and they look and we have increasing numbers that come out of our colleges and universities in recent years who have not found themselves and have not found suitable employment either. I am not being critical of the college and university system, I am apart of the system and we have to set goals in all of American education, elementary, secondary and high education, that extend beyond education as preparation for

work. In career education we are not trying to demean or detract from any of those other worthy goals in American education that ever existed. We are simply trying to bring attention to this one and put it in proper perspective. I think that if you put it in proper perspective we say we are not trying to knock heads, I don't knock youngsters learning how to enjoy life and don't plead for us to quit helping our youngsters learning to enjoy life what I plead for is simply this:- If we are going to teach them how to enjoy life let us also teach them something about how to pay for it. That's all!

Let us add this emphasis. That is what we have tried to do and so we say, to all teachers emphasize all relationships between education and work. Discuss the career implications of your subject matter with your students. We have a lot of teachers now who in effect say okay what are they? I am talking about the need now for the collaborative effort, the need for the persons from business, labor, industry, professional community to come into the schools as resource persons and help both teachers and students see the relationships between education and work. I plead for recognition of the fact that students can learn in more ways than from books, in more places than a classroom and from more persons than a certified teacher. I say there are some people who unlike those of us in education did not go through the school of hard books - they went through the school of hard knocks, and in the school of hard knocks they learned something that our youngsters need to learn today. When I talk about education, you notice in career education I do not equate the word education with the word schooling. I have a feeling that in community after community there are a lot of well education people who have not gone to school very long and I am highly confident there are a lot of highly schooled people that I would not call very well educated. We are talking about education not about schooling. We are talking about increasing educational productivity, increasing academic achievement. I think it is a national crime that needs to be recognized how we have turned kids off from learning the basic skills. Try to make these seem not important. The basic skills of reading, oral or written communication, math, natural and social sciences have never been more important than they are today. I think it is a crime that some people have pictured career education as antagonistic to the liberal arts emphasis in the university system. Certainly the liberal arts in a university represents adapability skills and one of the prime reasons that we talk about education as preparation for work. The liberal arts are preparation for work in a sense they are adaptibility skills. I think it is time we recognize this. It is not a competition. It's not one or the other. In addition to these academic skills the emphasis on increased educational productivity. I start with that and I say career education tries to bring also an emphasis to what very simply is, I would guess, known as good work habits. I don't know any more direct way to say it. When I talk about work habits I am not talking about work values. I am talking about the basic habits that have over the years made for productivity in this and any other society we have ever known. I am saying I would like to see us emphasize this in our schools once more, the importance of coming to school on time, the importance of trying, the importance of doing the best that you can do, the importance of finishing a task that you have begun, the importance of cooperating with your fellow workers. Now these are not work values, these are work habits. You can say they are not present in all cultures and I would agree. All I say is they are related to productivity to the extent your concern is with productivity then I say work habits have to be taken into consideration. I believe very firmly

beginning in the very early elementary schools, I say kindergarten is very late, to begin career education. We are talking about the CAREER, you see to most people it is something that began before they ever began kindergarten. They did work, they made some conscious effort to produce benefits for themselves or others. Did you know we still have people talking about changing careers? I wish that we could get across the point that you don't change a career you revolve it. You change occupations, you change jobs, you change positions, but your CAREER is the totality of work you do in your whole lifetime. That is your career and you don't change it, you develop it, you revolve it. We start with career awareness at a very early age. I don't think our youth have rejected work. A lot of our elementary school age kids simply have never heard of it. They never saw it, they never touched it, never smelled or never felt it, and they never knew they did it. I think sometimes about a little boy I heard about who asked his mother how come daddy always brings that big brief case of papers home from the office night after night. His mother said that's because he can't get all of his work done during the day at the office and the little boy said why don't they put him in a slower group.

To get over the situation we are going to let youngsters know about this world of paid employment. We are going to have to expose them not to specific occupations but to work. To the fact that work exists, the fact society needs work, the fact that every worker is doing something for the benefit of society. This is where the home and family come in. I want youngsters to respect their parents for the work those parents do. That if the mother does not work in the world of paid employment, that does not mean she does not work. If the HOME were regarded as a work place, I think the term family would maybe emerge as something that has more meaning in our society than it does in many homes today. I am talking about the family and the home as more than a place where the mother works, where youngsters can learn work habits, where youngsters can learn work values, where youngsters can learn how we need each other, where youngsters can learn how we all suffer when one of us doesn't do his job, where youngsters can learn what happens when you don't do your job on time, what happens when you are not dependalbe, what happens when you don't cooperate. That is how the family suffers and how the family means more than a collection of individuals, it means a special kind of individual committed to helping each other through work. Do you think something bad has happened to work in our society? I think something bad has happened to family in our society. We talk about this many times. I think maybe we talk about it sometimes in ways that sound like we are trying to indoctronate youngsters in one way to look at work. I would like to conclude by making it clear that in career education we are not trying to give youngsters one way to look at work.

I am saying that in the kind of society we have today there is no individual in this society today who can escape asking himself or herself the question why should I work? And that is a question that each of us must answer. We cannot, we do not, and we must not all answer it in the same way. But we must answer it. I think some of us answer it in terms of a set of values that are held maybe today by only a minority of our population. When I answer the question, why should I work, I know my value system and I know its not like many of yours. I can ask why should I work and I can respond very immediate and very quickly in terms of my value system and I can say I believe, because I do. I believe that I owe it to my God to work. I believe that I was put on this earth to do something to make the world a better place. That's my value system. I believe I owe it to my creator to work. I believe it very sincerely. A lot of kids don't believe that

and a lot of adults don't believe that. We don't want to insist that they believe. I can say I owe it to the United States of America to work. I owe it to my country to work. I believe it very deeply and very sincerely. A lot of youths don't believe it and a lot of adults don't believe it. A lot of them are very disillusioned about what they owe their country. So I come back to this very personal basis for work and I say this-they can believe when I say why should I work, I can say you owe it to yourself to work. I can say you owe it to yourself to find out who you are, why you are, You owe it to yourself to find you are someone because you are able to do something. You owe it to yourself to work and work is not an obligation of our society, it is a right of all individuals. In career education we are trying to do some very simple minded, straight forward things. Lots of times people ask me, what is it you want in career education? I say what we want in career education can be stated very simeply, three ways: (1) I would like all individuals in these United States of America to want to work. I don't mind saying that, that is what I would like. (2) I would like all individuals in these United States of America to acquire the skills necessary to work in these times and (3) I would like it to be possible in the United States of America for all individuals to engage in work that is meaningful to the individual and beneficial to society. If we are going to do that, part of that responsibility is on the individual and part of that responsibility is on society. It is not a one way street. A lot of people say my goodness that's freedom restricting isn't it. Are you not willing to let some individuals in this nation say, I choose not to work. I usually say, yes I am willing to let any individual in this nation say, I choose not to work who dosen't ask me to take care of him. It is something else for individuals who can't find work because of what society has done, then it becomes a societal obligation. The individual who really chooses not to work I don't want to pay for. I say we want people to want to work, to get ready to work and to go to work. We want work to become possible, meaningful and satisfying for every individual. We can not do this through the efforts of our formal education system alone. If this turn around is going to come it is going to involve collaborative effort. The education system at all levels, the business, labor, industry and professional community at all levels, elementary school through the graduate college and the home and the family structure above all. The collaborative efforts of all three, I know in my heart this is what our youth needs. I plead that we can see our way clear to taking some steps towards meeting that need. If any of us do as much as some of us claim to have done over the past years the problems of the youth would have been solved a long time ago. I plead for a time when we can quite asking how much credit do we get and we can start asking how much help did the individual get. Not whether I was the one to give it but how we did it together to help this individual be someone. By being someone through doing something to become a worthy and worthwhile person to our society and to herself and to himself. This is the plead of career education.

REACTION PANEL DISCUSSION OF DR. HOYT'S SPEECH

Dr. Ramsey introduced Mr. Robert Van Raalte, Assistant Superintendent of Schools, Department of Public Instruction, who acted as the chairman of the reaction panel.

Members of the panel were: Dr. Donald Brill, Wisconsin State Board of Vocational, Technical and Adult Education; Dr. Werener Baum, Chancellor, University of Wisconsin-Milwaukee; Mr. James Devitt, Senator, 28th District Member of the Senate Education Committee; Ms. Gloria Gilmer, Instructor, Milwaukee Area Technical College; Honorable Warren P. Knowles, Chairman of the Board Inland Financial Corp.; Mr. Jack Reihl, Secretary Treasurer, Wisconsin State AFL-CIO.

The first reactor was Dr. Donald Brill - who found himself in a great deal of agreement with Dr. Hoyt's comments. He felt that the educational process must now include many of the functions formerly included in the family. He also indicated that we should be keenly aware of the rapid changes in our technical society although some of these changes are not coming about as rapidly as we are led to beleive.

Senator James Devitt agrees with Dr. Hoyt. He believes that primary students should also be exposed to work. He further emphasized that there must be more cooperation between the local VTAE districts and the primary and secondary schools and business and labor. Mr. Devitt felt that students as well as adults must be taught about their jobs and other jobs which are available thus making it easier for people to change jobs.

Mr. Jack Reihl felt that there is a national emergency as far as career education is concerned. He agreed with most everything that was said about jobs in the work ethic and the fact that we need stronger leadership to get the things done that need to be done. We must also provide jobs and train people for these jobs. He also felt that there must be options in all areas open to youngsters in order to round them out and so they can find what they want and what we want them to be.

Dr. Werner Baum - He felt that career education and higher education do work together. He agrees that college is not for everyone but he also feels that every individual who has the potential to go to college should have the opportunity to do so. Dr. Baum pointed out that several thousand students at UWM are also in the work world while attending college, so this can also be done. He was delighted with Dr. Hoyt's comments about the liberal arts education and the fact that it is a component of career education.

Ms. Gloria Gilmer felt that career education is an attempt to use the systems age stratagies to solve a systems age problem. She pointed out that each part of the system must fit together to make a total system. We must look at career education as a part of the total education system. She also pointed out that the student views everything in the total context. They want to know how what they are learning fits into the total picture - how it will help them in the future. Ms. Gilmer also pointed out that we need to set priorities and these priorities must fit the total picture.

Governor Knowles has a different concept of education. He believes that education is the corner stone of all social and economic growth in our system. The public in Wisconsin very generously supports education and has always done so and he feels they will continue to do so. He also indicated that career education is not only in the public schools but it is in the private schools as well. He said the private schools are now offering more outreach programs and other types of programs which will give the students every opportunity to find his or her nitch in society or his life's work.

Dr. Hoyt asked for time to answer or emphasize the point that career education is and must be a collaborative efforts of all to make it work. There must be collaboration of the family, industry, labor, professional community and we need the expertise of the labor movement in career education to make it a reality. We need the free enterprise system and we must work collaboratively.

Mr. VanRaalte thanked the panel members for the find remarks they made. I also want to express my appreciation and the appreciation of the Department of Public Instruction to all of the people who had any part in planning this fine seminar. Certainly I would be remiss if I did not give a commercial This brochure that you have which describes the K-12 career education program that has been developed by DPI and several school districts in the State. Take this with you and read it. It contains a great deal of information about career education as we see it in the State of Wisconsin.

This evening we have been talking about career education. Career Education as Dr. Hoyt has pointed out is talking about a certain concept of work. It's not something that's added. It's not another subject in the schools. It is a thread, if you please, that needs to be a part of the fabric of the total education. It's that vehicle for education change. It is something that is not isolated in one part of the educational system. It is not a part of the educational system alone. It is a cradle to the grave concept. I was interested in Dr. Hoyt's comment when he said that everyone's building a career. You may change what you are doing but you are building a career. Some how it seems to me that career education can be helpful in getting youngsters to understand that they are building a career for themselves. It seems to me that this is especially important in a nation that prides itself on the integrety of the individual. I am sure that if I mention the name Moses most of you know that Moses was a little one in a basket in the bulrush but you may not know the fact that Moses had quite a distinguished career. While he was in the country of Egypt, he got a little zealous over some of his compatriots and he killed one and had to hide this person but he was found out and had to get out into the desert for 40 years. The good Lord called upon Moses to lead the people of Isreal out of the land of Egypt and Moses he said I want you to lead them. out. I want you to be my representative. Moses said I can't do that. But the good Lord said if you tell the people you represent me. But who should I say told me that. You just go back to Egypt and tell the people I am. You know in every person today there is a little devine spark that sets that person apart as a person and if somehow or other we in education, we in government, we in business and industry, we in labor can find the means whereby we can help every individual to recognize that fact that he is somebody and along with recoginizing the fact that he is somebody, he has a great responsibility for a somebody, he has the responsibility of upholding who he is. I think that's what we have been talking about tonight. We have been talking about career education as a possible vehicle whereby American

society can unite in several of its aspects to help young people to understand who they are and why they are and then to do those things to make a conscious effort to produce benefits for themselves and for others.

You have been a wonderful audience. I hope that you feel that this seminar has been worhtwhile. Thank you We are dismissed.

The last few paragraphs have been Mr. VanRaalte's summation and remarks of the entire evening.

PARTICIPANTS OF

CAREER EDUCATION SEMINAR

May 13, 1975

Adomat, Wilmer
Allender, Clarence
Baum, Werner
Beckers, Gabe
Benedict, Gary
Berman, Marilyn
Beyle, Doyle
Bickler, Mary Jo
Blank, Phillip
Block, Alfred
Bloom, Jim
Bloom, Lawrence
Blott, Sandra
Boldt, Milton
Bowes, Ralph
Bowker, William
Bowyer, Merton
Brenk, Joan
Brill, Donald
Buelow, Frances
Butler, Jack
Carlson, Arthur
Carlson, Judy
Carrington, Ann
Chapman, Walt
Christofferson, David
Chybowski, Virginia
Colwell, John
Cook, Ken
Cooper, George
Corcoran, Mike
Cotter, Ann
Dallase, Donna
Davies, Lyle
DeAmices, Jorene
Devitt, James
Devlin, Richard
Doepke, Howard
Doepke, Mrs.
Engebretsen, Arnie
Enloe, Jerry
Evans, Calvin
Evans, Mrs. Katherine
Farris, Avril
Fisher, James
Francoeur, Joan
Freeman, Martha
Gierach, Lester
Gilmer, Gloria
Givens, Hoyt
Greathouse, Hugh
Greeson, Bernard
Grunke, Dolores
Hall, Melvin
Hansen, Paul
Hartenthler, June
Heard, Ray
Hedstrom, John
Henika, Greg
Herrmann, Wilbert
Herro, John
Hesse, Shirley
Hildebrandt, Helen
Hill, Earl
Hitchler, Gerald
Hoffmann, Esther Jane
Hokanson, Robert
Howard Homer
Hoyt, Kenneth
Infusina, Divina
Jacob, Wayne
Johnson, Delores
Katalinich, Joe
Kerpestein, Howard
Knapp, William
Knowles, Warren
Koepke, Betty Jane
Kritz, Karen Baruth
Kuehn, Diane
Kumbier, Hal
Lutovosky, Dorothy
Lutovosky, Margaret
McConnel, Mary
McFarlane, Morris
McGibbon, Don
McIntyre, Calvin
Mandy, Russ
Manning, James Father
Manske, Ricahrd
Mathew, Al
Mathews, Dane
Martin, David
May, Barbara
Meyer, Robert
Meyers, John
Mikolajczak, Donald
Mills, Kenneth
Montieth, Karen
Morgan, James
Mueller, Fredrick
Mueller, Tom
Mulcahy, Fred
Nash, Larry
Nilsen, Robert
Nolan, Pat
O'Brien, Catherine
O'Brien, Tom
O'Connell, J. E.
Onarheim, Ralph
Pankratz, Donald
Parkinson, George
Partain, Dwayne
Patin, Harry
Peterson, Pat
Petitpren, Ray
Petruna, Robert
Phillips, Timothy
Plautz, Phil
Printz, Terri
Ptaschinski, James
Race, Edward
Ramsey, William
Randl, Karen
Rasmussen, Buzz
Reihl, Jack
Rich, Don
Ritger, Kathleen
Rogers, Richard
Rosenkranz, Corey
Ross, Henry
Roth, Richard
Sanders, Mark
Sattell, Leona
Schaekel, Pat
Schaller, Bill
Scheldroup, Roger
Schielbe, Harold
Schlagenhaft, James
Schlaak, Otto
Schmidt, Kenton
Schmidt, Leona
Schultz, Gladys
Schultz, Mary
Schwarz, Donald
Scott, Eileen
Seifert, Terry
Sickels, Donald
Skowlund, Ruth
Slupski, Donald
Sowa, Otto
Spersrud, Dean
Spiece, Doris
Stevens, John
Stockey, Merrel
Szudy, Leonard
Thompto, Robert
Tiedeman, Herman
Trost, Chester
Tulachke, Norbert

Turcin, Thomas
Turck, John
Van Brunt, Ray
Van Raalte, Robert
Walker, Irma
Weber, John
Wendt, Luanda
Wendt, Tim
Wisch, Clemens
Wood, Virginia
Yanke, Ervin
Young, Bill
Yunke, Paul
Zepherin, Gloria
Zgonc, John
Zierden, F. P.
Zore, Jeffrey
Halyard, Lucia

APPENDIX K

REPORT OF ARTICULATION MEETINGS

Held in Cooperation

with

The Greater Milwaukee Career Education Project

The University of Wisconsin-Stout Articulation Project

Milwaukee Area Technical College - Career Education Department

May 29, 1975
Marilyn Berman, Secretary
Milwaukee Area Technical College

The first Articulation Workshop was held in the C-Auditorium of the Continuing Education Building at the Milwaukee Area Technical College on Tuesday, March 4, 1975. There were ninety-five participants representing the Milwaukee Area Technical College and most of the school districts in the MATC District.

Mr. Greeson called the meeting to order and introduced Mr. Edwin J. Taibl, Assistant District Director, MATC for a few opening remarks. Mr. Taibl expressed his appreciation for the cooperation that has been received from the K-12 school districts. He further remarked that perhaps we have been remiss in not reaching all of the people we should have and that this is one reason for the workshop.

Mr. Don McGibbon, Director of the Milwaukee Career Education Project also expressed the desire of the project to seriously continue to expand and work toward better articulation. The theme of this workshop is "Working Together". This is what we must do to obtain articulation. Mr. McGibbon reviewed the agenda for the afternoon and evening.(A copy of the Agenda is attached) Each of the discussion groups were requested to pick a recorder who was to send in a report of their discussion. Mr. McGibbon then introduced Dr. William L. Ramsey, District Director MATC.

Dr. Ramsey indicated that the problem of today is articulation within the total educational spectrum. Institutions sometimes fail to articulate, they tend to keep away from one another. We have no choice but to articulate or be forced to by the public, the students, business,industry and legislation. People are tired of duplication and feel they should get a good investment for their dollar spent. Articulation must occur in K-12 as well as higher education. There is duplication between all levels of education. One of the greatest problems in education today is the belief that a college degree or even a few months of college will automatically be better than anyother possible experience. He continued, by saying that no student should be counseled to go to college unless his studies will lead to a goal set by that student and is available in that college. Our intellectual snobbishness regarding college has damaged many young people and is crippling our public school system. Recalling a recent survey which was done among a cross-section of students, it was indicated that the person most helpful in influencing a students decision to attend a vocational-technical or occupational training center was the guidance counselor and the students felt that the most important courses to them as they continue through life in their job orientation were: laboratory classes or practical experience and second communication skills and English.

Dr. Ramsey stressed that there is a need for articulation. Some of the resolutions to the problems are 1. all education is occupational in nature either directly or indirectly. The more directly it appears to the student the more relevant it is to the student. The more direct the experience a student receives usually the more relevant it is and the more relavent it is for him to utilize. Also the more flexible the experience the more useful it is because then it has further application, also the more flexible it is the more options it permits. Educators have for years claimed that one of the problems with occupational education is that it's too narrow. But Dr. Ramsey indicated that he thought that in the past general education has been too narrow, this is the reverse of what is normally heard. You will find that occupational education is fairly broad and flexible and offers more options than does general education. A good occupational education program and career education facilitate articulation because occupational education cannot function without general education. General education needs occupational education to make it broader, to make it relevant. Articulation must take place between general education and occupational education. 2. There are certain commonalities in career education and if we are going to set up education the way we want it, we should try to set up some results we want. Both universities and vocational-technical schools must get together and articulate because commonalities in career education are based on articulation

and are in the measurable behavioral outcomes that you find for all of education. A few specific behavioral outcomes are: 1. desire for learning, 2. development of intellectual ability, 3. moral values to give direction to ones own life, 4. recognizes ones own potential and accepts his limitations, 5. developes own creative talents. There are also economic, historical and civic outcomes such as: 1. respect for the law, 2. understands major problems and issues facing us in our relationship with other people, 3. standards to guide personal expenditure of money. There are also behavioral outcomes. Also the missions of the various schools must be taken into consideration and all of these things must meet the needs of the students that are in attendance of these institutions.

The mission of the vocational schools is to offer all types of education i.e. associate degree, certificate and diploma programs, all of which meet the needs of students that are not met through a baccalaureate degree. This is the same way in the public schools with vocational or capstone courses, they have certain goals, objectives and behavioral outcomes, but they don't differ a great deal as far as behavioral outcomes of all of education but it is a different way to get there. Another words you don't want to duplicate the ways to get there but all education has certain commonalities, results and behavioral outcomes we want students to have. Dr. Ramsey emphasized the fact that occupational education has through certain new dimensions been broader than general education. Occupation education has had manpower projections to determine what jobs are available and for what we are to train people. Occupational education has had open education, i.e. apprentice education is open education, co-op education in plants is open education, the use of community resources has also been in occupational education for years. The learning process and the motivating of students has been a part of occupational education. General education is just now starting to use these things. Accountability is also a part of our program - we take people and train them in a broad program, give them some skills, place them in a job, follow up and try to up-grade their skills so they can go up the career ladder.

Dr. Ramsey continued: we do have certain barriers that are causing problems to all education which must be removed and there has to be a starting point. Career education has to be a pulling together of all of education. It has to use both general and occupational education. It has to take the commonalities and find different ways to get there. Career Education has to have leadership, attitudinal changes, has to change practices and basic philosophies in some cases. We must develop more communication, more articulation, cooperation, consoria, joint committees and we must develop behavioral outcomes jointly to make sure our students accomplish the behaviorial outcomes. This is articulation in education.

Following Dr. Ramsey's speech, Mr. Robert Thompto, LVEC from West Allis-West Milwaukee School system, was introduced as the discussion leader. In Mr. Thompto's remarks, he indicated that 1. it is important that we move from a passive position to one of making changes; 2. articulation is not to be confused with career education. Articulation is something that involves communication at all levels of education; 2. Career education affects all education but it is principally involved with the aspect of education that prepares one for his life work. Mr. Thompto continued by saying that articulation can really be afforded from two pictures; 1. a maxi and 2. a mini. The maxi picture is gained by stepping back in order to see the interaction between the various educational institutions who combine to serve the students K-adulthood. This depicts discussions and cooperative actions between institutions as they deal with efficient and effective use of available facilities, staff and financial resources. The discussion maybe concerned with the compulsory attendance law, Chapter 89, community support and it may address itself to the very human concerns that effect staff members as changes are taking place. We see both gaps and overlaps in education in this picture. The perspective

of articulation that provides the mini-picture is gained by standing in the students place as he moves along the various educational options. Articulation must be a cooperative effort between not only educational institutions and their staffs but between grade levels within schools systems and within all departments of institutions

A general discussion followed. After the discussion Dr. Thomas S. McLeRoy, Chairman of the Business Education Department, University of Wisconsin-Whitewater attemped brie to challenge the groups with their responsibility in looking at the matter of articulation.

After a coffee break the participants broke into the following small groups for discussion.

1. Industrial and Technical area chaired by Dwayne Partain
2. Elementary, Middle and Junior High Schools chaired by Bill Stich
3. Agri-Business chaired by Dr. Donald Schwarz
4. Business Education chaired by Ronald Radtke
5. Counseling and Placement chaired by Richard Borowski and Eugene Bochek
6. Graphic and Applied Arts chaired by Alexander Gradian and Harold Milbrath
7. General Education chaired by Robert Lexow
8. Health Occupations chaired by Virginia Chybowski
9. Home Economics chaired by Virginia Atkins

Following dinner a value analysis exercise was presented by Russell Mandy, Director of the Articulation Project from the University of Wisconsin-Stout. The purposes of this exercise was to stress the importance of agreements that are necessary in articulation. The participants then returned to their small group discussions.

As a wrap-up of the evening each group gave a short report. The following are the reports:

1. The Industrial Technical Committee reported the following recommendations:

   a. Have the vocational coordinator from each high school invited to attend a series of workshops at MATC and by dicipline to work with the individual Dean, Associate Dean and/or instructor in their area.

   b. Said workshops be planned to achieve maximum participation.

   c. Better articulation between MATC and the high school regarding occupational classes, class openings, waiting lists, etc., to the local vocational education cooridnator ofr distribution to instructors.

   d. A committee be established of high school representatives and MATC personnel to analyze the problem of advance placement in curriculum and make recommendations.

   e. That all recommendations of all sub-groups at this session be duplicated and sent to all persons registered for today's conference.

2. The Business Education Group reported as follows:

   a. Articulation to facilitate student progress through the education program without needless repetition or waste of time.

   b. Business Division has made progress; has developed challenging exams where

advanced placement(credit toward graduation) would be given. Tests are available in Shorthand, Typing and Accounting and others are in the process of being developed.

c. Exams evaluate skills or abilities. Are not tied to a given text but are broad in nature. Must consider different preparation and competencies of students.

d. Problems: a. Standards - exchange course outlines with high schools
Make schools aware of our standards.
b. Meeting & knowing teachers - must open lines of communication who do we contact in the various school systems.
c. Make high schools aware these challeng exams are available, what is involved and what credit is given.
d. A handout to tell students what areas are covered in the exams.

3. The Guidance and Placement Report

a. In the area of guidance there needs to be a step by step articulation. This needs to start with the students and must be met by all institutions at the training level. There needs to be an awareness of many open ended programs. Job preparation can be multi-level with student able to move out at any time or continue with the training. It is necessary to teach skills that students can readily get a job with in order that he can earn a living. There needs to be some way to eliminate taking over-lapping courses in training areas that overlap if students should switch his training goals.

b. Discussion on how to better articulate: It was suggested that from the counselor point of view phone contacts, counselor meetings, advisory committees, career workshops, employer contacts...those forms of articulation that are taking place now counselor exchange, teacher exchange, administration involvement, up-date mailing lists so as to establish proper contacts. It was suggested that the department chairman be the contact person in articulation. They also indicated that articulation should take place between K-12 and MATC, between K-12 and the universities, between K-12 and the apprenticship programs, between K-12 and the employer as well as with private schools, and military, the community and the Wisconsin Association of Vocational Education.

c. In the area of community articuation, there is a great need to help the adult who comes back to the high school. It was felt that a statement of issues and an approach to use for solving issues should be established in the articulation sessions. The statements should be written with input from all groups concerned and they can be used as a vehicle for action and they should point out a need. That is a consensus of opinion of all concerned. Some additional comments from this group included counseling and placement articulation at MATC, would include follow-up reports, summary of employee requests, wages and starting salaries. Placement means that the students knows where they are going.

4. Graphic and Applied Arts.

a. This group agreed with the first point of the Technical and Industrial report as item #1.

b. High school teachers and counselors should see our shops and labs and get together with our teachers to review curriculum requirements to inform students of MATC requirements and achievement goals.

c. Skills are important for students, academic and motor and good attitudes toward learning and educational development.

d. Articulation does not necessarily mean that a student does not duplicate a specific course but that students and teachers must grow at every level and build upon the basic framework of the high school courses.

e. The technical skill requirements of Graphic Art Education together with the understanding of sophisticated equipment is a very important concern in the articulation between high school and MATC.

5. General Education Group felt that the definition of articulation was needed. Articuation in their judgment is getting as much information to the student as possible. Articulation also means to correct the view that people have of the school. We need to recognize that there are other groups now working to help the transition in the articulation. The role of cable TV in course work is important and the report indicated that cable television is coming and we should be ready for it.

a. There are advanced placement tests in Math but no other areas.

b. It was felt that the high school should keep in touch with the dropout.

c. They felt that someone in authority should be involved with articulation and someone who can spend the funds should be involved.

6. The Health Occupations reported:

a. Problems are:

1. communication skills-verbal, written grammar, spelling, organization

2. reading skills

3. high school counselors not aware of required courses

4. multiple applications to many health programs

5. reasons for application to health program - help people wear uniform.

6. Career education choices beginning in kindergarten - maturity level should be considered.

7. high level of academics needed for baccalaureate degree.

8. Health occupations offered only at Comprehensive Center - Frightening for many persons to come to Comprehenvise Campus.

b. Solutions are:

1. Rap-sessions with high school counselors and students, teacher input, MATC go to area.

2. Career education directory is step in right direction. Recommend list of persons to contact for particular programs.

3. Articulation at all levels important. Many drop-outs not for academic reasons - lack of correct information.

4. Need for MATC personnel to be aware of high school programs and for high school teachers to be aware of MATC programs.

5. Curriculum guides include information regarding pre-requisites for health programs.

6. Flexibility rather than firm commitment to career choice - wide variety of options - good background in general education.

7. Agri-Business report.

This group reported that within the metropolitan Milwaukee area, only Franklin High School offers a program in Agriculture. This program is in Horticulture. There are a few schools who have sufficient interest in their student population to warrrant a full vocational program in agriculture, agri-business or environmental education.

Mr. Mandy gave a few closing remarks. He concluded that articulation in general terms is communication, cooperation and coordination. He said that without communication we get nothing done; without cooperation there are many problems and coordination is needed at the local level to work at the state level and this all develops what we call articulation which is a part of career education.

Mr. MacLeRoy closed the meeting with a few remarks. He said it is important for people to get together to know each other. We need more of the involvement of teachers, department chairman, etc at further meetings.

The meeting was then adjourned.

The second Articulation meeting was held on Monday, April 14, 1975 at the Holiday Inn Central. There were fifty people in attendance representing the Milwaukee Area Technical College and the following school districts:Brown Deer, Cudahy, Franklin, Germantown, Greendale, Greenfield, Milwaukee Public Schools, Oak Creek, Ozaukee, South Milwaukee, and West Allis-West Milwaukee. Also represented were St. Joan Antida High School and St. Johns Cathedral High School.

The meeting was called to order by Mr. Don McGibbon, Director of the Greater Milwaukee Career Education Project, He briefly reviewed the events of the first articulation meeting and also the agenda for the evening meeting.

The guest speakers for the evening were Mr. Edwin J. Taibl, Assistant District Director of the Milwaukee Area Technical College and Mr. Alfred Block of the Franklin School District. Their presentations were followed by a reaction panel composed of Mr. Arthur Carlson, Dean Industrial-Technical Area MATC, Mr. Robert Thompto, West Allis-West Milwaukee School District, Mr. Anthony Karpowitz, Dean Graphic and Applied Arts MATC, Mr. Ralph Onarheim, Supervisor Milwaukee Public Schools and Mr. Bernard Greeson, Dean Career Education MATC.. Dr. Harold Zirbel, Principle Milwaukee Technical and Trade High School,was the chairman.

Mr. Taibl prefaced his remarks by indicating that he hoped career education was not just another name to catch the attention of the public but that it would give due direction to where we are heading. To date there has been no definition of career education from the office of Education in Washington, and he thought that perhaps this was good. Mr. Taibl commented on the uniqueness of our district which gives us the necessity to develop all of the interrelationships with all of the secondary schools and institutions of higher learning.. He also said that we must look at this uniqueness in planning for the growth of our students as they approach our institution leaving the secondary schools and then leave our institutions to go to institutions of higher learning. It was emphasized that if we as educators don't do it legislatures will do it for us. It is easy to say we have solutions to our problems but another to use these solutions and not let someone else give us the solutions. The one thing about articulation that should standout is how we work together to provide a system of education to help every individual grow and develop to his potential. This is hard to ascertain at an early age and this is why articulation becomes so important. Mr. Taibl mentioned there are some key works in articulation: a. Communication - the kind of communication between secondary and post-secondary schools involving administration, faculity, students, admissions officers and that type of communication must be actively spelled out so you know who and about what you are talking. With this kind of communication the student making the transition from secondary to post-secondary institutions knows what is ahead. Mr. Taibl continued, by saying that such understanding will help the student to easily acclumate himself from one institution to another. Communication articulation must not only be horizontal between one institutions but also vertical communication through all institutions is very important. MATC has an need for articulation from one area to another so that a student can move from one area to another if he finds that there is a need. There must also be a closer relation between our student clubs and those of the secondary level. There is no reason why the secondary organizations should not have the benefit of the expertise that MATC has to further their knowledge in various areas. The peer idea is still one of the best ideas to have articulation. b. Curriculum development - the idea of will my credits be accepted for advance standing but there should be curriculum development between institutions so that we know what each institution is teaching and what is needed for the student to go from one area to another or into the business market prepared to begin..

Mr. Taibl continued: career education has been stressed as that type of education which allows a person to move from one area to another with as much knowledge to make him employable at any level. This not necessarily at the semi-skilled or unskilled level this could be at the post-doctorial level. So in the development of curriculums there must be interchange through advisory committees so the student does not have redundency but upward mobility through the program. We must not earmark a student for a particular institution, but we must articulate with post-secondary institutions who will recognize that through the high school curriculum there are many meaningful avenues other than the liberal arts-college type training.

Recruitment is another type of articulation. Each institution must clearly state their objectives and philosophies so that you at the secondary level and the student understand them, so that when the student graduates he knows where he is headed. The student must also be informed of the potential if he attends our institution in relation to a four year institution. We must look at the needs of the student and we must meet those needs. He went on to say that we must not only look at the advantages but at the disadvantages of a post-secondary institution and we must be honest in our recruiting as well as in guidance and counseling. Articulation can never be done with a negative attitude nor can it be done with the idea it is someone elses job. He said he looks at vocational education and technical education only as a catylist not as a substitution for career education. A catylist so that we can better understand each other and better understand the needs of the student. We must view what we are doing, how we can improve what we are doing and in that improvement offer the student the opportunity to reach his potential.

The second speaker, Mr. Alfred Block represented the secondary schools. He emphasised that articulation should be horizontal as well as vertical. Mr. Block commented on the lack of representation at this meeting of persons from the K-8 schools, his reason for the comment was that many factors in student success at the secondary and post-secondary level have their origins early in the elementary school. The articulation process starts in the kindergarten and maybe earlier and continues almost to the grave. In typing together the secondary and post-secondary school we must look at the entire picture. In articulation we are trying to bring various elements of a learning experience together with each other. He further commented that very little money is allocated for articulation exploration. He also suggested that we begin to examine the various steps to bring about the change and to articulate not only between institutions but within each institution. We must determine the priorities and our long range goals and then identify the steps to be taken to reach those goals. Some of the obstacles that must be dealt with are; a. dealing with established and entrenched value systems, b. the trend in education of institutionalization, c. the large population, d. isolationism(where each department sees its own problems, needs, etc.) e. apathy on the part of the public, some students and some school boards, f. an absence of common goals and objectives, g. the problemeof obsolescence with our approach to school finances, h. uncoordinated governmental agencies that affect education. Mr. Block went on the identify some of the positive points that are evidenced; a. process of articulation is prospering, b. K-12 level is moving more toward horizontal coordination, c. vocational education, d. more joint school programs, e. more interdepartmental meetings in school districts, f. sharing of facilities. He ended by saying that if articulation is to become a reality the responsibility is ours, it is one we cannot ignore, avoid, change nor advocate.

The meeting continued with a reaction panel.. Mr. Arthur Carlson commented that a firm commitment is needed from all concerned, cooperation must be from the top to the bottom and everybody must be involved. He further stated that time, money and effort must be provided to make articulation work.

Mr. Thompto thinks that we do have a uniqueness in our program - a unique situation involving suburban school districts, center city schools and the Milwaukee Area Technical College. We must look for ways to solve our problems and to use our dollars wisely and to bring programs in line with each other. He also stated that programs must be developed which are for the individual students and we must reach a closer relationship with our teachers. We must also have honesty in all guidance of our students. In the whole process of articulation we must also include employment possibilities.

Mr. Karpowitz stated that instead of getting a hang-up about jobs and job entry we should understand what business and industry are doing, how they functioning, what kind of people they are looking for, this is an important part of articulation. We must give people experiences, show students what is needed, the use of mini-courses is one way to give students more experiences. We have to get together, look to see what is being done and where can we fit in.

Mr. Ralph Onaheim emphasised that we have to have support from the top. The key word in articulation is communication. Honesty is most important, we must be honest with the students and the student must be aware that when he starts a program that it maybe changed, that he can move from one area to another without too much problem.

Mr. Greeson said that one of the most important things that has or is taking place is that we are talking to one another about articulation. We are getting aquainted with each other. Articulation is not only advanced placement but student needs are being considered, we are talking about what is being done at each institution in the different disciplines. Articulation is not only in the academic area but it is a total process.

This concluded the general session. The participants then broke into four groups, Guidance and Placement, Health Occupations and Industrial-Technical, Graphic and Applied Arts(one group) and a group to discuss the writing of a Articulation paper that both secondary schools and MATC could accept. Reports of these groups are attached.

TO: Mr. Bernie Greeson

FROM: Gene Bochek

DATE: April 17, 1975

RE: Guidance and Placement Sub-Committee Report

Introductory Comment

This report has been dictated from the notes taken by Virginia Chybowski. I was elected temporary chairman by the group and I have therefore accepted the responsibility for submitting this report to you.

REPORT OF THE GUIDANCE AND PLACEMENT SUB-COMMITTEE
FOR THE SECOND ARTICULATION WORKSHOP HELD ON APRIL 14, 1975

General Overview

Approximately half of the individuals participating in this sub-committee discussion had not attended the first Articulation Workshop. There, at my request, Mr. Schlagenhaft gave a general overview of the first Guidance and Placement Sub-Committee report. A brief discussion of MATC's present articulation efforts with the High Schools was reviewed. There appeared to be a positive opinion that MATC student service personnel presently assigned to the urban and suburban High Schools were in most cases meeting the general needs of the High Schools they serviced. Discussion hinged upon the need for the development of a more uniform program to effectively present the MATC picture to the High School student groups. The general consensus appeared to be that although the needs of specific schools differ as to the types of information that schools or student body may need, there still appeared to be evidence that a more comprehensive student orientation program was needed.

The general feeling of all the High School personnel was that a more effective way of informing the High School student of MATC's program offerings was not for visiting teams to explain these offerings to students at the High School facility, but rather to provide these students with an opportunity to view these program offerings through field trips at the MATC facility.

Articulation Philosophy

A number of philosophical factors were discussed by committee members in an effort to establish a base of understanding from which problem areas could be discussed. There appeared to be a general consensus of opinion that a High School education is not to be construed as the terminal education program. Education, it was felt, is for all individuals a life long process. Therefore, educational opportunities at the secondary and post-secondary levels must have sufficient scope to interest the majority of individuals utilizing these educational opportunities. High School level programs should be designed primarily to "wet the appetite" for further skill development. This outlook necessitates the need for career counseling related to the employment outlook. The pending graduate is justified in asking the question, What are the employment trends? How to obtain an accurate projection of the employment outlook in all occupational areas still remains an unanswered question.

Committee members placed considerable emphasis upon the guidance counselor's responsibility to inform his counselees of the employment outlook in their specific fields of interest. Although we are presently experiencing a tight labor market, the committee in general felt that students could be appraised of this fact in a more meaningful & realistic manner. Students who are informed of the present labor market status, and who persist in their desire to enter majors in which the employment outlook is quite limited should not be deterred from entering their field of interest on the basis that it may be impossible for them to find employment because of the economic situation. Rather, the counseling approach should stress the fact that students who excel in their major field of interest are normally well above average in their degree of success in finding employment in their field. Additionally it is totally essential that the counselor be realistic with the student with regard to the probable necessity of relocating to another city or state in his search for an employment opportunity. Assuming that a student realizes this fact <u>does not</u> warrant the elimination of this information from the counseling session.

Problems and Suggestions for Future Consideration

A number of problem areas were brought to the surface during committee discussion, but because of the limited time available were not discussed in any length.

1. The problem of substantial numbers of students working full, second or third shift jobs presents an added responsibility to guidance counselors working with this situation.

2. The problem of developing an adequate method for continuing the communication link between guidance counselors and students who may, or may not, have graduated from High School programs and may now be in need of further guidance services.

3. The problem of effectively dealing with the student who desire to leave school prior to graduation. The need to develop the mechanics which will enable this student to return to his High School at a later date for the purpose of completing his High School program.

4. A suggestion was made that, as we experience a continual drop in the enrollment at the High School level, serious consideration should be given to the idea of opening the High School doors to adult and senior citizens for both day and evening programs.

Articulation Meeting
Holiday Inn Central
Monday, April 14, 1975

Committee to Discuss a Position Paper

Present were: Mr. Edwin Taibl, Asst. District Director, MATC, Mr. Ralph Onarheim, Vocational Guidance Supervisor, Milwaukee Public Schools, Mr. Robert Thompto, LVEC, West Allis-West Milwaukee School District, Mr. Arne Engebretsen, Instructor, Greendale High School, Mr. Jerry Enloe, LVEC, Brown Deer School District, Mr. Al Block, Director of Instruction Franklin School District, Dr. Harold Zirbel, Principal Milwaukee Trade and Technical High School, Mr. Don McGibbon, Director, Career Education Project and Mr. Bernard Greeson, Dean Career Education, MATC.

A discussion developed on just how an articulation paper could be developed that secondary and post-secondary(MATC) could both adopt. It was decided that before a paper could be developed the committee must establish the needs for articulation. Suggestions as to needs were: to promote individualization for students K-Adult; to make the teachers feel responsible for the students beyond their area or graduation. It was expressed that in most cases a teacher feels responsibility for a student only to graduation.

It was discussed how to get the teachers from both secondary and post-secondary schools more involved and aware of career education, vocational education and secondary education. The idea of having the teacher visit back and forth was discussed but there was some doubt as to whether a school district would release a teacher to visit another institution in view of the budget problems in all areas.

Another suggestion was made that seminars during the summer be offered at MATC for teachers and guidance counselors, in order to give them a chance to see what MATC has and to give the participants help toward guiding their students.

The committee felt that articulation is more than advanced placement, and the end to needless duplication of courses at all levels. Articulation must take place at all levels within and between institutions. It was generally agreed that implemtation of career education in the K-12 area would bring about articulation.

Mr. Russ Mandy, Director of the Stout Articulation Project, joined the group and he suggested that we try to develop a model which would indicate the needs, what the services to the students are, etc.

It was agreed that how articulation should be accomplished is not too clear at this point, but the fact that we are meeting and talking to each other is a form of articulation and a start.

It was suggested that at the May 19th meeting we might get all of the participants together to discuss this idea of a position paper, that we put down the suggestions on a blackboard and then a committee formed to further develop a paper.

The meeting was adjourned at 9:55 p.m.

Marilyn Berman, Secretary

April 15, 1975

TO: Bernard D. Greeson
From: Matt Fredrick

SUBJECT: Report of Industrial, Technical, Graphic and Applied Arts - April 14 Articulation Meeting

The discussion in the Industrial, Technical, Graphic and Applied Arts groups seemed to take one tack, that some guidance in career education should be given to students in the 6,7 and 8 grades by exposing them to the "world of work". It was pointed out that often times a student arrives at the post-secondary education level with little or no idea of his future, or at this level decided what his future will be, only to find that his background has left him ill-prepared to fulfill the wanted desire.

Solutions proposed were mini-courses, career programs, and sessions with MATC instructors and industrial arts teachers at the junior and senior high school level.

A personal observation of the writer - the enthusiasm necessary to carry out this program of articulation seemed to lacking in this group. Perhaps the Printing and Publishing enthusiasm is "cornball", but I had the definite feeling that some people in this group are "just going through the motions". One of our speakers earlier in the evening used a statement, "Degree of commitment, equals degree of success." Until the people involved in this program have that attitude of total commitment, we will fall short in our endeavors.

The group indicated that:

1. There is a need for vocational counselors in all high schools
2. Inform the high school graduates of tests for advance placement.
3. MATC want a student who has performed at a certain level for an associate degree program.
4. There is a need for competencies to be listed so that the high school teachers knwo what MATC expects.
5. There is a need for interchange with high school and MATC instructors. This is somewhat lacking.

Implementation of Articulation

1. Get the teachers together
2. Somebody to visit the various high schools
3. Also have high school teachers visit MATC.
4. MATC has the responsibilities for articulation with employers and high schools. Also provide high school students criteria for advance placement.
5. There should also be meetings between high school industrial arts instructors not guidance counselors.

The third and last articulation meeting for the 1974-75 school year was held on Monday, May 19, 1975 at the Holiday Central. There were sixty-three in attendance. representing the Milwaukee Area Technical College, Brown Deer, Cudahy, Franklin, Germantown, Greendale, Homestead, Milwaukee and West Allis school districts.

Mr. Greeson called the workshop together at which time he indicated that this would be a working meeting with five different groups: Business Education, Graphic Arts, Industrial-Technical, Health Occupations and Guidance and Placement. Each participant received a copy of the project which has been submitted to the State along with copies of two models which have been drawn by Mr. Alfred Block, Franklin and Mr. Robert Thompto, West Allis-West Milwaukee. (copies of these items are attached) The participants were asked to take some time to discuss each of the three items and to indicate their comments and additions in their reports at the end of the workshop.

Attached you will find copies of the reports that were handed in at the end of this workshop.

The workshop was adjourned at 8:45 p.m.

BUSINESS EDUCATION REPORT

I. The MATC District Curriculum Articulation Project FY 1976 was read and discussed by the group. Both the high school and post-high school people at our session recognize the need for a continuation of articulation sessions between the two groups.

II. Mr. Thompto explained the Vocational Education Model to our group. He pointed out that between sixty and eighty per cent of all high school graduates become employed upon graduation from high school.

III. The Articulation problems handout was read and discussed. The group decided its' content should be considered during the implementation of next year's articulation study.

IV. Mr. Block from the Franklin School District explained his proposed K-Adult career education curriculum articulation goal model. Mr. Block re-emphasized what we are there for and the importance of "helping" students when they leave high school between grade 12 and either post-secondary or university training. He said the need for articulation at this stage of the student's life in making a career choice was great. He said we need to "help" the student avoid duplication. Mr. Block stressed jobs and job competencies and that competency based instruction is the crux of effective curriculum articulation. He said that students who graduate from high school having acquired specific job competencies should not be required to work toward achieving these same job competencies at the post-secondary level.

One West Allis secondary representative mentioned the trend toward competency based instruction and the use of LAPS(Learning Activity Packages)which state course objectives based on job competencies and behavioral objectives.

Guidance Counselors and their role in articulation was discussed. Mr. Block recommended that advisory committees at the secondary and post-secondary levels should include at least one guidance counselor. The gourp felt that guidance counselors should know the make-up of jobs and understand job skills and qualifications.

In closing, the group suggested that the same people attending this meeting be involved at next year's meetings. Greater representation is need from all public secondary schools in the district as well as from the Milwaukee Area Technical College. Counselors should be included.

GRAPHIC ARTS SECTION SUMMARY

Concensus of the committe that the proposal was very well written.

If the project was not funded in the future, MATC should continue the articulation program.

Milwaukee Technical High School would be more than happy to participate as a project school if the program is funded as per section 3, number 8 in the funding proposal.